DOCUMENT RESUME

ED 164 381 SO 011 364

TITLE Humane Life-Coping Skills: Search for Meaning. The Humanities Series.
INSTITUTION New York State Education Dept., Albany. Div. of Research.
PUB DATE 78
NOTE 77p.; Chart on page 37 may not reproduce clearly due to small print size of original document

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Affective Objectives; Behavioral Objectives; Cognitive Objectives; Community Resources; *Curriculum Development; Educational Needs; *Educational Objectives; Educational Responsibility; *Educational Strategies; Elementary Secondary Education; Futures (of Society); Guidelines; *Humanistic Education; Human Living; Individualized Instruction; Inquiry Training; Inservice Education; Interdisciplinary Approach; Learning Activities; Problem Solving; Relevance (Education); *Skill Development; Skills; Social Change; *Values

ABSTRACT

The document was designed by school districts in New York State as an aid to educators as they develop humanistic in-service staff programs, curricula, and learning experiences for students in grades K-12. Major objectives are to help students reason, modify their conduct to meet new situations, develop self-awareness, integrate learning from various disciplines, and develop values which enable them to choose among alternatives. The document is presented in four major sections. Section I identifies the need for humane life-coping skills, presents a framework for understanding those skills, discusses the purposes and processes of humanistic education, and characterizes the qualities students will develop as they participate in a humanistic education program. Section II recommends strategies which reinforce humanistic education objectives. These include the process approach, individualized instruction, and utilization of community cultural resources. Learning activities are described which involve students in discussion groups, educational games, writing assignments, role playing, debating, and evaluating data. Section III presents examples of five human life-coping skills clusters. These are critical thinking and reasoning, control of time and purpose, relationships between individuals, participation in society, and adjustment to change. Section IV discusses the responsibility of schools to help students live humanely and effectively in a changing world. (DB)

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The Humanities Series

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HUMANE LIFE-COPING SKILLS: Search for Meaning

A Project Search Development

SO-011364

The University of the State of New York
The Board of Regents
Albany, New York 12234
1978

THE HUMANITIES SERIES

The Humanities Series addresses essential aspects of contemporary humanities education, a process-oriented approach to human concerns, adaptable to varied content areas. The Humanities Education Unit personnel, responding to the growing demands of humanities educators in the schools, developed the series to provide rationales, flexible guidelines, and appropriate skills to meet the needs of students, kindergarten through grade 12, in an age of change:

HUMANE LIFE-COPING SKILLS: Search for Meaning

THE HUMANITIES STRAND OF PROJECT SEARCH

CRITICAL THINKING AND REASONING: A Handbook for Teachers*

DESIGNING INTERDISCIPLINARY STUDIES PROGRAMS*

VALUING: A Discussion Guide*

DEVELOPING INSTRUCTIONAL OBJECTIVES FOR HUMANITIES PROGRAMS*

HUMANITIES EXPERIENCES AT NEW HARTFORD: Student-Produced Films*

INSERVICE APPROACHES FOR HUMANITIES EDUCATION*

HUMANITIES EDUCATION: A Planning Guide

AESTHETICS OF FILM AND TELEVISION

VALUES: Simulations for the Classroom

PROJECT SEARCH EVALUATION*

*Project SEARCH Developments, with support from the JDR 3rd Fund and Title III of the Elementary and Secondary Education Act. Project SEARCH, a pilot consortium of school districts across New York State, 1971-75, implemented the major objectives of contemporary humanities education.

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Foreword to the Humanities Series

To encounter a young adult with zest for living, aware of complex problems ahead, yet undaunted; facing unforeseeable, far-reaching change with uncertainty, yet confident that within the self lie developed capacities to cope with the unknown, humanely and effectively--this is one of life's rare satisfactions.

Should it be rare? The whole tenor of these guidelines is that such young adults should be the norm by which educators measure their success and that of their students. Humane Life-Coping Skills: Search for Meaning, proposes a dual norm of intellectual excellence infused with mastery of the art of living as the sole realistic goal. This publication is offered to administrators and teachers as a guideline, a sense of direction in adapting current educational processes to help students, kindergarten through grade 12, prepare themselves to become fully functioning young adults able to cope with an unforeseeable future.

The need to humanize education defines a vital educational goal. Few schools have succeeded in developing learning environments humanistic in process, in content, or in perspectives. The Humanities Series addresses aspects of concerns related to the value commitments open to each individual and to the consequences such choices have on the individual and on others. Contemporary humanities education seeks to achieve its objectives in four categories of student behavior:

1. *Reasoning*: If our freedom consists in determination of our choices by factors within ourselves, we often say that it is our intelligence or reason which governs our purposive activity. Reasoning means the individual can modify her or his conduct to meet new situations. The person can not only change, but grow. Each one can profit from past experience. Each can become responsible.

2. *The Affective Domain*: Education has long concerned itself with the cognitive, with knowledge--as if there were only one kind of knowledge, factual data. However, a complementary aspect of knowledge, each person's affective powers, can deter or enhance his or her cognitive development. How a girl or boy, woman or man feels about wanting to learn, how she or he feels as each learns, and what each feels after learning--these lie in the affective domain. These neglected aspects, the vital area of attitudes and personally held values, form an integral concern of the humanizing learning process. Such self-awareness helps the possessor cope with change.

3. *Interdisciplinary Learning:* Fragmentation of learning, the separation of disciplines into isolated compartments, too often leaves even the able student frustrated. Knowing many facts, the learner still understands neither the interrelationships between disciplines nor their personal and social significance. The curriculum envisioned by humanities education integrates the arts; the physical, social, and behavioral sciences, and other disciplines, pursuits, and circumstances whenever such interdisciplinary instruction and experiences contribute to a whole life view.

4. *Values:* The basic values which undergird the American way of life and which have guided the actions of people for centuries, are being severely tested in an era of rapid technological change, social readjustment, and population expansion. The shattering impacts of these changes are most visible among the young. Schools, to be successful in helping young people develop values that will give them a sense of direction, must offer opportunities for students to make free choices from among alternatives.

Reasoning, affect, and interdisciplinary learning are seen as supporting the process approaches to values development. These concepts cover a very broad range of human activity. The purpose of the Humanities Series is to help teachers design student learning experiences related to these categories.

Project SEARCH, a consortium of school districts in New York State (1971-75) developed in-service staff programs, curricula, and student learning experiences based on these four objectives. Several titles in the Humanities Series incorporate outcomes of Project SEARCH.

In addition, humanities education seeks to support these four objectives through three major strategies:

1. PROCESS APPROACH: Change is so rapid that no one can predict precisely what knowledge and information individuals will need to know in just a few years. Humanities education sees a compelling need to develop an educational approach based on adaptable process skills, secondarily on content. These process skills, transferable and dynamic, including the individual's perceptual, motor, affective, cognitive, and social interaction skills, will enable a student to cope with a changing world.

2. UTILIZING COMMUNITY CULTURAL RESOURCES: Any system of education which represents a marked departure from traditional learning will fail if it ignores the community's needs, resources, and aspirations. School and community must be integrally related both in planning and implementing educational change. Most adults have been educated under a system very similar to the system operating today. These adults must be involved in the new thinking and research on the nature of learning if we are to anticipate their cooperative support. In addition, the school must view the community as what it is, an extension of the school. Such interaction between school and community which encourages free reciprocal flow of learners and instructors can result in realistic, exciting learning activities. Not only will students enter the community for learning experiences, but professionals, craftsmen, artists, farmers, retired citizens will likewise share their competencies with youthful learners within the school.

3. INDIVIDUALIZED INSTRUCTION: Humanistic education focuses on the worth of the individual, on the self-actualization of each girl or boy. Implicit in the program are varied opportunities for each student to participate in sequenced learning experiences adapted to individual capacities and responsive to individual interests. Such learning experiences can help each student discover his or her potential; challenge latent abilities; prepare each to make his appropriate, unique, and effective contribution in a changing society. The Humanities Series is dedicated to helping our youth by providing administrators and teachers with a process approach to all learning, a humanizing process which will enable our boys and girls to live not only the good life, but the life worth living.

Charles J. Trupia, Chief
Bureau of Music and
Performing Arts Education

PREFACE

In the foreword to the Humanities Series appears the statement: "Humane Life-Coping Skills: Search for Meaning, proposes a dual norm of intellectual excellence infused with mastery of the art of living as the sole realistic goal" of education.

Not only is the goal realistic, the goal is capable of being realized within the present structure. Administrators and teachers can diffuse among students, kindergarten through grade 12, a positively motivated attitude toward living and learning. A climate for learning to live requires no outside funding. If creating this climate does ask for different approaches, these changes lie within the school's jurisdiction. The effort to implement such adaptations will bear rich fruit. Students first of all, but administrators and teachers, too, benefit from an educational system geared toward acquiring the skills needed to live the good life, yes; but first and foremost dedicated to the skills needed to make life worth living.

Are there problems involved in implementing changed approaches oriented toward preparing students for the unforeseeable future? Of course there are! Are there hazards in encouraging in all students a self-reliant, sometimes questioning attitude and effective capability? Yes. But not preparing students to cope with the present as it becomes the future poses a far greater danger to them and to society. To help anticipate unnecessary problems, Humane Life-Coping Skills: Search for Meaning, introduces in "Designing Learning Experiences" a how-to section which the editors hope will reassure administrators, teachers, school board members and parents that these approaches can be infused into the system to the enhancement of content mastery among students.

The young adult who completes the twelfth grade confident that she or he can cope with life is a young adult who has learned to search for meaning, for relationships, for values positively significant for the individual. Educators, those adults significant in the lives of boys and girls, bear the honorable burden of making their own personal and professional lives models worthy of emulation. The humane life-coping skills are first absorbed by youth from adults whom they can admire and imitate.

But contemporary life moves so rapidly that all of the sequenced learning experiences known as school must contribute to the student's conscious mastery of these primary skills. Therefore, all learning must involve both halves of the brain. For that reason, the dual brain capacities of each person are stressed. Education has literally starved the minds and hearts of learners hungry for a philosophy by which they know they can live. They know with both halves of their brain.

Section III presents the major skill clusters and some of the observable behaviors which the mastery of skills will motivate in students. These behaviors vary as widely as the individuals who exercise them. They are the actions of informed, concerned and effective kindergarteners and elementary school boys and girls and emerging young adults. If we, as educators, anticipate such outcomes, our expectations can be realistically self-fulfilling in our students.

This publication can only hope to offer a guideline, a sense of direction. Mastery of the art of living engages each person for a whole lifetime. For that reason, beginning with earliest years, boys and girls deserve to know they are continuously growing toward becoming their individual selves as fully functioning young adults.. Knowledgeable, aware, effective, compassionate and caring young adults can meet any future.

This component of the HUMANITIES SERIES was written by Katherine V. King, Associate for Humanities Education. Appreciation is expressed to Paul Tonetti of the Bureau of Guidance, for his sound advice.

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SECTION I

Humane Life-Coping Skills: Search for Meaning

The Need for Humane Life-Coping Skills

"We live on the edge of the unheard of," wrote Dag Hammarskjold in Markings. His prophetic statement is even more true today than it was when he made it before 1961. We are now witnessing fulfillments wilder than science fiction dreams. Mammoth mirrors orbiting in space to beam uninterrupted solar energy back to earth day and night: this is just one model already developed in laboratories to help meet human needs. Aspects of the same beneficent technology, however, can and are being used to invade basic human rights to privacy. The spying techniques of Big Brother in Orwell's 1984 are simplistic contrasted with the information-gathering satellites now in place, ready to enhance the common good or to destroy personhood as we now know it. The key to constructive or destructive use lies in us. Our choices can make the difference.

If our choices can make the difference between a life worth living or a dehumanized life, what are schools doing to help students prepare themselves to live and work and be fully themselves in that unheard of future? Each person must find within self the ongoing knowledge, the effective means, the humane purposes to adapt to change.

Humane Life-Coping Skills offer one approach to help students search for meaning, for significance in life. Teachers and other adults significant in the lives of learners are essential to that search. The processes essential to searching can be taught. Not only can these processes be taught, they can enhance the learner's mastery of content. Boys and girls, kindergarten through grade 12, deserve to know that they are capable of living full, productive lives in a future whose shape lies shrouded beyond our present experience.

In "New Skills for a New Day," Louis J. Rubin writes of the humane skills which "enable a person to understand the world in which he lives." In order to determine what these humane life-coping skills are, we must look, not at the abstractions and artifacts of subject matter, "but at the way people live...look at the way they respond to life circumstances."

Scope: To define the scope of this approach to the skills by which people live has been tantalizing. How does anyone define the limits of "the skills by which people live?" Two years ago it became apparent that between the educational philosophy and theory known as *contemporary humanities education* and the achievement of the major objectives of humanities education still another bridge had yet to be built: *in what observable ways should humanities education affect the quality of life lived by each student?* That bridge between the philosophical theory and each student would result in the student's acquisition of those life-coping skills by which fully functioning adults live effectively and humanely. Through a process of constant practical experiences, students could prepare themselves for living as whole individuals now and in a future and changing world.

Primary Skills: Within that scope, the matter of where to draw the line then defined itself. Some skills are *primary skills* by which people live. These primary skills are skills which all persons need at all times. These primary skills share two bases: individual self-respect and mutual respect between individuals.

Skills Clusters: These primary skills are grouped in five major inter-related clusters:

1. Critical Thinking and Reasoning
   Objective: The developed capacity to search for meaning

   .to think and reason critically;
   .to articulate and act according to one's freely chosen values in specific situations;
   .to define and live one's ongoing search for meaning (one's philosophy) consistently, thus preserving and enhancing personal identity in the midst of changing circumstances.

2. Control of Time and Purpose
   Objective: The developed capacity for self-direction and creativity.

   .to approach, organize and solve problems creatively and realistically;
   .to engage in personally satisfying creative pursuits;
   .to select and participate in one's "crusades" generously and effectively;
   .to take satisfaction and right pride in managing one's own life and directing one's own responses to life's ambivalences and challenges.

3. Relationships Between Individuals
   Objective: The developed capacity to engage in mutually rewarding relationships with others.

- to realize and act on the realization that the quality of one's life reflects the quality of one's relationships with others;
- to extend to all other individuals the same basic respect one rightfully expects for oneself;
- to learn to accept interpersonal differences as a fact of life;
- to exercise oneself in resolving conflict fruitfully;
- to learn to differ on principle, separating the person from the person's idea or opinion;
- to project a personal climate of acceptance of others as one's customary ambience. In a pluralistic society, a global village, this involves openness to philosophies and life styles, possibly at variance with one's own.

4. Relationships with Groups
   Objective: The developed capacity to function effectively in organized groups.

- to participate with effective independence in relatively limited groupings whose members are known: school, neighborhood...;
- to acquire facility in making use of social agencies;
- to acquire facility in gaining access to power and influence in impersonal larger groups and to use this skill effectively and humanely.

5. Adjustment to Change
   Objective: The developed capacity to change when change is needed, without losing one's sense of identity and control.

- to regard change as a constant fact of life, rapid ongoing change as a fact of contemporary life;
- to be aware of major contemporary trends, their possible desirable/undesirable outcomes, and to master strategies for influencing development of favorable outcomes;
- to begin developing modes of "neighborhoods" suitable to a mobile society;
- to prepare for job/career in light of the basic assumption that major adaptations within one's job/career and/or several different careers are to be anticipated as normal;
- to look on the past as a resource for, but not as a norm for the future.

Primary skills can be learned: Facility in these primary skills which all people need all the time all their lives can be developed in learning experiences related to curriculum content to the enhancement of content acquisition.

The secondary skills: The secondary skills are life skills which some people need at some times and they, too, can contribute their share to the quality of life. The secondary skills are useful and necessary in some societies in some cultural epochs, in some stages of individual development. Large groupings of secondary skills, for instance, relate to present job/careers. They may or may not be useful twenty years from now. Many of the secondary skills required of the long-distance telephone operator approach obsolescence. The primary skills acquired can carry over into new circumstances.

The primary and secondary skills interact in a vital relationship. The young child or handicapped child or adult who masters the complex mesh of secondary skills involved in tying a shoelace usually experiences an access of valid self-confidence. The acquisition of secondary skills which are future-oriented, such as facility with television taping or with electronic information retrieval, add status, at the same time they help learners prepare themselves to be effective now and later.

Selecting secondary skills: Among the multitudes of important secondary skills selective guidelines had to be defined. Secondary skills will be discussed:

- if they help students prepare themselves for present-future changes in life circumstances;
- if they are skills not usually incorporated in current learning experiences.

Some Basic Assumptions

1. Mastery of knowledge is as important today as it has always been. But acquisition of knowledge is to be approached in such a way that the learner "owns" what he or she learns, can apply it now in varied situations and feels capable of adapting the knowledge to future and still unknown life developments. The learning process is a primary skill to be acquired. The learners master the process, the how-to-approach-a-problem using a particular mode of inquiry. For example, the student learns how to approach a problem using the scientific mode appropriate to physical, behavioral and social sciences; how to distinguish and sustain one's values whether aesthetic, spiritual, ethical, religious and/or moral.

2. In addition, the learner learns in an interdisciplinary life-like setting, not in isolated and unrelated units.

3. The educational process is to be firmly yet flexibly structured in such a way that the learner not only can make use of knowledge now as well as in the future, but she or he grasps the connection between what is being learned and a personal search for meaning, for values, for a life philosophy.

4. A humane dimension must pervade all learning. Possession of effective knowledge may equip the learner to acquire materially good things. The humane dimension based in individual self-respect between individuals will prepare boys and girls to live a life worth living.

An approach to life: Possesion of the humane life-coping skills is the prerogative and responsibility of every student and of every adult significant in the lives of boys and girls. If the primary skills are needed by all persons at all times, then facility in these skills demands exercise in all experiences, formal and informal, planned or happenstance. So the attitudes and behaviors of adults significant in the lives of learners will themselves need to demonstrate the intermesh of life-coping skills, and the students will be encouraged to practice these skills in school and out. The interactions between learners K-12 and any adults significant in the lives of learners are dynamic for weal or woe. All, without exception, are in this enterprise together. Teachers, formally designated as such, are key persons.

Humane Life-Coping Skills: Components

Effective Knowledge: In terms of a changing future, when is knowledge truly effective? First, the content known must be accurate, up-to-date, comprehensive in relation to the developmental level of the learner. Even more essential, the learner needs facility in the process required for ready access to new knowledge. The knowledge explosion, now well underway, will expand at a rate so rapid no one

person can master even one field. Students with facility in using electronic retrieval systems and skilled in organizing new information to solve human problems can move into the future with assurance. Adults cannot move nearly so easily into that unknown changing future. However, if teachers exercise students in the processes by which appropriate information can be gained and used, these skills assure learners they can, indeed, reach their own solutions.

Learners need accompany skills enabling them to apply knowledge, old and new, to discover and carry out solutions to human concerns. Practical questions needing answers press boys and girls to demand experiences showing that learning can make the difference between failure and success. If they are to know through experience that learning really matters in affairs significant to them, they also have other rights: 1) the right to make mistakes in stating the problem and in the strategies evolved and application made; 2) the right to find out in a non-threatening classroom atmosphere the reasons their solutions failed and how they can improve next time; 3) the right to experience success in applying their new approaches to the same problem or to different ones.

Humane life-coping skills and "the basics.": Effective knowledge is a return to "the basics" of reading, writing and arithmetic. Reading, including reading the moving media of film and television; writing, incorporating skills in the use of contemporary forms of communication including body language and open-end discussions, and arithmetic directed toward solving human concerns through problem statements generated by learners in terms significant to them: these are the traditional basics enriched by approaches which stimulate today's students to learn. Such approaches have significance for the learner. Significance is the key to motivation. Motivation rouses student curiosity and perseverance to master the basics needed to communicate with family, school and society in clearly intelligible and effective ways.

The bored, the disaffected student usually possesses the intelligence necessary to master the basics. The missing ingredient, motivation, lies largely in what the learner experiences as lack of real meaning. Why bother with basic communication skills as presently "taught" when the student can get along effectively without the 3 R's in the society important to the 5-year old, 10-year old, 15-year old? Teachers can help students discover they can heighten their effectiveness with adults and other girls and boys important to them by mastering communication skills, both traditional and present/future oriented.

Humane Dimension: Equally as vital as effective knowledge is the humane dimension. The humane dimension refers to the learners' growth in the skills by which persons live, skills based in valid self-respect and mutual respect between individuals. Gained through working together to find solutions to common problems, motivated by enlightened self-interest, directed toward the common good discovered

through collaboration, these skills encourage the student to become effectively and practically compassionate, caring and concerned.

Compassion, care, concern: these are humane qualities for which, paradoxically enough, students in the 60's battled. Using confrontation as almost their sole conflict resolution strategy, youth issued their "No!" to an efficiency-oriented society which too often ignored the uniquely human. Why did students choose confrontation as their chief conflict resolution strategy? The answer is another question adults can ask themselves: "Did we provide students with experiences in alternative conflict resolution skills?" Adults did provide students via television animation, with "Zap!" "Pow!" "Boom!" head-on, violent confrontation experiences. The well-learned lessons boomeranged in violent student protest--to our loss as well as theirs. Many young persons, having rejected an impersonal society, sought personal peace and social harmony in drugs, in communes, in other faulty or partial solutions.

From these "flower children" and "hippies," educators can learn the important message so violently communicated. Genuine compassion, effective caring and concern for others are basic human needs. Positive good can come from hearing and responding to their disruptive plea for education in the humane dimension.

Lacking this dimension, the life-coping skills can degenerate into dangerous manipulative tools. Permeated with valid self-respect and mutual respect, the person who possesses life-coping skills opens honorable ways to collaborate at every age and in every level of society.

Discussion of such all-encompassing skills has to be contained within flexible boundaries. Although the literature related to processes and activities in skills development and evaluation is increasing, still much remains to be done. Educators at every level need not only to be thoroughly familiar with what has been and is being accomplished, but to bend their efforts toward developing skills acquisition situations and norms appropriate to their school situation.

One process is central: the humane life-coping skills require acts to be performed by the learner. A student can read about his or her personal worth and the mutual respect to be extended to and accepted from others, but unless in every learning situation the student is offered opportunities to practice such honorable give-and-take, the reading may soon be forgotten. Students can be aware of the need for critical thinking and reasoning but unless every learning environment encourages applications of such processes, the outcomes in daily living will remain stunted. If these skills are stunted, so is valid decision-making and so is the valuing process.

Habit results from single acts repeated in a variety of situations until the internal mind-set and the external expression are consonant and consistent. Learning to drive an automobile offers an instance of a mechanical skill, or rather, a complex mesh of skills, which must become second nature to the would-be driver. Even when basic skills are mastered through repeated practice, the good driver continues to develop these skills. In icy weather, in congested traffic, under peril from incompetent drivers, the good driver learns to make decisive choices affecting lives. This holds true for mastering primary skills. Only through practice can a student learn, for example, to use language which conveys respect for other persons. Such phrases as "If I understood you correctly, you said...," phrases which invite clarification, uttered in a tone which recognizes the right of the other person to have fair hearing, can be learned with practice, practice, practice.

One attitude is central: the life-coping skills are humane in intent. The skills, as such, are neutral. They can be used for desirable or undesirable ends. In the example noted above, the phrase "If I understood you correctly..." could be uttered sarcastically with damaging effect. Hence the acquisition of all the skills must be suffused with a sense of personal worth and of recognition of the worth of others. These interactive attitudes, basic to all other skills, are fundamental to the life of the fully functioning individual. Personal dignity and mutual respect are marks of the integrated personality.

1. *To provide learning experiences in which students K-12 can see for themselves that they are preparing themselves for present and future change.*

- For example, in acquiring facility in the use of electronic data retrieval systems, students know they are mastering a process which they now need and will continue to need in the future. Introduction to computerized activities can begin in the primary grades through serious gaming and other devices. Computer "turtles," available commercially, provide one avenue of initial approach to computer systems. Early familiarity can lead young children toward comfortable familiarity with technology, forestalling the threatening computer-controlled-society syndrome. Continuing experiences can make students more at ease in using and controlling humanely and effectively these systems which impinge so intimately on their lives.

- In another area, when students gain ease in the use of conflict resolution strategies, strategies based in mutual respect, they can see for themselves that these alternative ways of reducing tension really work in classroom situations. Beginning with a few basic strategies learned in the primary grades, students feel increasing assurance within themselves that they can cope humanely, effectively and in a wide variety of ways with future interpersonal conflicts.

- When students acquire facility in the scientific approach, the philosophic approach, the historical approach, the psychological approach, the creative approach proper to each discipline and content area, they have acquired flexible tools. If at the same time, each teacher helps students look at one human concern from several integrated approaches, students are better able to synthesize their thinking and offer rational, multi-faceted solutions. For example, if a locality is debating the positive and negative aspects involved in choosing the route of a new highway, alternative solutions will reflect the legitimate concerns of industrialists, environmentalists, homeowners, city planners, and other local groups. Each group approaches the problem from the angle of its concern. But if the groups can also consider the other viewpoints sympathetically, the possibility of reaching a just and humane solution is enhanced. The same could hold true within a school in relation to allocating time in the school gymnasium, reorganizing the traffic pattern in the cafeteria, and developing the norms used in evaluating student projects.

2. *To provide lifelike sequenced situations in which students can master the skills required by on-going change.*

How can we prepare students for a future we can only dimly foresee? A commonplace criticism of many of the vocational skills with which education attempts to prepare students for the future is that these skills are already becoming outdated in the market place. The same criticism often applies in other areas, as, for instance, the knowledge explosion renders some scientific data obsolete even before the latest textbooks can reach the classroom. Since educators cannot foresee precise needs of the future they may well address themselves to providing skills which will enable students to make their own way in whatever changed situations they find themselves. Student acquisition of these humane life-coping skills require sequenced lifelike experiences infused into all curricular areas. Not only should these experiences not detract from content, but rather they should enhance content by making the latter contribute to the student's grasp of overall purpose and relevancy of content as well as to the individual student's sense of participating in worthwhile activities. The humane life-coping skills are integral expressions of accurate knowledge, humanely and effectively used.

3. *To review the present educational system to determine the adaptations required to infuse all learning experiences with the processes, and to infuse all learning environments with an atmosphere conducive to skills mastery.*

The achievement of these three objectives can facilitate in each learner the development of an education seen as significant and satisfying now; seen, too, as a process preparing each girl and boy for an unforeseeable future.

Are educators to add courses in the humane life-coping skills to an already crowded curriculum? By no means. The skills can be infused into every learning experience, in no way detracting from content, but rather enhancing the environment for learning and promoting the conditions under which the relevance of content to other aspects of living can be grasped.

Although the acquisition of these skills requires no changes in curriculum, the skills may require changes in approaches to content so that the relevance of content to life may be experienced by the student. Opportunities for practicing the skills woven into the texture of content will demand teachers with facility in the skills and secure enough in subject matter to adapt the content to a process approach. A classroom climate encouraging the day-in, day-out exercise of the skills can make the teaching-learning relationship a more humane mutual venture. Development of norms for assessing student growth in the acquisition of these life-coping skills asks for knowledge of the measurement instruments available,

collaboration in adapting these tools to reflect local needs, imagination in developing new and valid approaches to evaluation of these slow-growth acquisitions. Administration, too, will adopt a two-level pattern of assessment in which mastery of content and mastery of the humane life-coping skills hold equal status.

Although some of the humane life-coping skills will be discussed in relative detail, no limited treatment, such as this publication, can do more than suggest the general philosophy and the broad outlines. Exploration of the implications for a school or district can evoke rich adaptations by creative administrators and teachers sensitive to the changing times and the changing needs of their own locality and student body. Classroom implementation rests with invaluable teachers whose insight into human nature matches their knowledge of their subject areas. The classroom teacher is the key person. If students gain mastery of humane life-coping skills, the women and men who give students opportunities to practice these skills may take legitimate pride in their achievement. Such teachers are contributing positively to the present and future happiness and security of their students and to the quality of society.

Purpose, Process and Participants

Learning is successful when the individual in the particular educational situation or program or activity is aware of worthwhile purpose and experiences personal satisfaction.

Worthwhile Purpose: Awareness of worthwhile purpose is generated by the student's willing involvement in planning the learning experience, and in helping to determine the objectives prior to the experience. This determination of objectives includes planning toward the ongoing and final assessment to be made of the activity or program. Inherent in this sense of purpose is a clear understanding by the learner of the contribution this experience process will make in preparing him or her for the changing future.

Personal Satisfaction: Personal satisfaction emerges as the learner begins to see her or his contribution in achieving a worthwhile goal. By helping to organize the way content is to be implemented by the students themselves, a sense of ownership is established. As each learner plans toward her or his own share in that implementation and discovers a variety of ways and modes in which each one can participate both uniquely and in collaboration with others in achieving the determined outcomes, facility in self-direction is encouraged. Evaluation of the learning outcomes according to norms anticipated from the beginning can be accepted as a natural, integral element. The "what kind of test will be sprung on me?" mentality yields to awareness: the evaluative process reflecting both content and skills mastery, is made up of known, high but reasonable standards, selected by participants from the outset. The opportunity for some flexibility, for some appropriate and warranted adaptations as the project develops, further enhances each participants capacity to "name his world."

Infusing the Humane Life-Coping Skills: As the long-term learning experience is being planned, and as the short-range individual activities are evolved, exercise in the humane life-coping skills will be fused with the other activities appropriate to reaching the goals set. Norms for evaluating this aspect of learning, let it be repeated, will form an integral part of the assessment pattern established in the planning period.

A process approach is natural to humanities education. *We learn by doing.* Student participation in planning, executing and evaluating, a process appropriate to multiple and varied activities in school, means these students have acquired some facility also in skills essential both to self-direction and to group interaction and collaboration. As these skills become second nature through continuous

practice, kindergarten through grade 12, the young adult emerges knowing that he (or she) has prepared himself to begin to cope with other long-term or short-range life situations. Constant, sequenced exercises in the life-coping skills help to develop in the learner a right understanding of freedom: the exercise of liberty within the framework of the common good.

Roles of Teachers, Administrators and...The preceding paragraphs may sound as if teachers, administrators, and other adults have a limited role to play. "Oh, the students can do everything for themselves," some may be tempted to think. That students should reach young adulthood convinced that they can meet life effectively and humanely is a major goal of contemporary humanities education. However, between the achievement of this high goal and the individual student as she or he now is, lies a long series of sequenced learning experiences.

By definition, a student is a person who has a felt need and desire to learn:

designing flexible learning structures which evoke from within the student a desire to master content because he or she sees that the content is relevant to contemporary life;

planning for learning which provides the learner with situations in which the person can explore alternative possibilities, and which provides her or him with situations in which to practice and *reality-test* individual choices;

enriching and humanizing learning so that it provides experiences in personal and social primary life-coping skills;

developing with students evaluation norms by which the student can measure his achievements in content and in skills mastery against agreed upon standards. This is the challenging demand laid upon all adults.

Looking toward the fully functioning young adult as the goal person--dedicated, expert, knowledgeable teachers and administrators will design sequenced learning situations. Providing such learning experiences is no haphazard or rambling process. Firm, clear, solid structuring is of the essence. The best effort and the great good will of all teachers, administrators, support staff and representatives of the local community will be challenged to provide students with a substantial, contemporary, integrated, satisfying education enabling students to adapt to changing situations without losing their sense of identity.

Serious Discovery Gaming: In connection with designing such learning experiences, the structured flexibility inherent in serious discovery gaming deserves special attention. Serious discovery gaming, as distinct from conventional win/lose games, has characteristics which make it valuable in achieving the intermeshed goals of a humanized educational process.A section of this guideline furnishes further details and a bibliography.

The curriculum planners, the individual teachers or teams of teachers involved in designing, implementing and evaluating such programs are:

. *Persons of vision*, aware of major social trends likely to exert impact on the future, who can translate these trends into substantial learning experiences in a particular content area, who can discern and incorporate interrelationships with other content areas; who can distinguish the humane skills students will need to encounter these trends, cope with these trends, affect the direction in which these trends develop.

. *Persons of high professional caliber*, knowledgeable and competent concerning: educational goals, student age-level capacities, instruments appropriate for assessing student progress in both content and skills mastery. Such educators will organize alternative learning environments, set up individualized instructional processes, design alternative routes for reaching sound educational objectives.

. *Persons of educational imagination*, linked to the past but not bound by it, who can examine the current educational system and see where it meets and where it fails to meet student needs in a world of change.

. *Persons who constantly update their world-view*, refresh their command in such areas as critical thinking and reasoning, interpersonal and management skills, and who can forward the growing movement toward providing for students in elementary and secondary schools an approach to philosophy as a means to discover personal order and meaning in life.

. *Persons of integrity and humane convictions*, who demonstrate in their customary behaviors the varieties of personal and social life-coping skills, they see the students need to weave into the texture of their living, who can fuse practice of these skills into content; who will encougage student exercise of these skills in all situations, at all times.

- *Administrators* will be deeply involved in this process. They will link the school with the local community in a genuine collaborative process. They will themselves demonstrate to students, teachers, support staff and to their community that an efficient school provides within its own sphere a setting in which humaneness pervades management. Routines such as cafeteria practices, bus schedules, use of school facilities within the school day and outside of it will accommodate the felt needs of various groups of human beings. Evaluation standards will reflect the equal status of content mastery and skills mastery.

- *Support staff*, including secretarial, maintainence, or other support personnel as representatives of services impinging on the experiences of students can make their valuable contribution. Fully oriented toward the humane educational goals of the school, convinced that the necessarily slow growth of humane attitudes and skills can be accelerated by every adult the student encounters, the support staff by their own attitudes and behaviors, by their pride and craftsmenship in their work, demonstrate the dignity of work well done. Because support personnel often encounter students on occasions outside the schedule, they can make a unique, on-the-spot contribution. With good reason, the janitor or the cafeteria aide may be the most beneficially influential adult in the life of a student.

Educating Both Halves of the Brain

In presenting a case for content infused with humane life-coping skills, the case for educating both halves of the brain is implicit. A dangerous division between cognitive learning and affective learning rests on a faulty assumption: that affective learning is not a mode of cognition, of knowing. This false distinction persists despite our daily experience to the contrary. The current educational system tends to support this incorrect distinction. If the distinction is paraphrased to read: "We teach as if students had only one-half a brain," the true relationship between two major modes of knowing emerges clearly.

Consciousness, the condition for all learning, embraces two major modes of awareness: the exoteric (outside of self) exemplified in its most extreme form by the "pure" scientific approach; and the esoteric (within the self) exemplified in its most intense form by the religious experience. The exoteric and the esoteric involve our two ways of perceiving reality.

"Two very different persons inhabit our heads, residing in the left and right hemispheres of our brain, the twin shells that cover the central brain stem. One of them is verbal, analytic, dominant. The other is artistic but mute, and still almost wholly mysterious. This nonspeaking side of the human brain--the right hemisphere--is now the focus of intensive research by brain scientists."* This sudden surge of interest is probably no accident at a time when Transcendental Meditation (TM), Science of Creative Intelligence (SCI), Tibetan exercises and other nonverbal disciplines are enjoying such a vogue. Research points toward "the startling hypothesis that each of us is capable of two incompatible styles of thought, two separate mechanisms for learning.

The esoteric modes of knowing have exerted a strong influence in both Asiatic and Western thought. Christian mysticism, the romantic movements in politics, philosophy and the arts, the contemporary upsurge of involvement in Zen Buddhism and Yoga, all testify to the existence of human experiences involving the operations of the right hemisphere of the brain. These experiences are often definitive in the life of the individual. The fruit of such integrating experiences yields deeper insight into self and others.

*Maya Pines, "We Are Left-Brained or Right-Brained," p. 31, The New York Times Magazine, September 8, 1973.

Sidney Reisberg* uses two terms based on the Latin *ordo*, "row, rank, regular arrangement." In this sense, exoteric modes of thinking are "ordinary," they stress sequential order. The esoteric modes, Reisberg terms, "unordinary," that is, not bounded by sequential order. Note that Reisberg does not employ "extraordinary" to describe the esoteric reality since all persons possess dual capacities in the left and right brain hemispheres. How do the two brain hemispheres relate to educational approaches world-wide?

The left-brain hemisphere displays characteristics sometimes grouped as *exoteric*, or outward. These capabilities are perceived as:

1. Operating within the conventional linear defined time frame of past, present and future;
2. Maintaining a detached "scientific" perspective;
3. Pursuing sequential order of events: chronological, cause and effect;
4. Stressing distinctions and differences;
5. Tending toward analytical approaches and verbal expressions.

The right-brain hemisphere likewise displays distinct characteristics sometimes grouped as *esoteric*, or inward. These capacities are perceived as the converse of the exoteric:

1. Regarding time and space as co-extensive, "a holistic continuum" not always divided into years and hours of time, near or distant in space;
2. Involving the participant wholly, so that internalization of the value perceived by the person exerts continuing impact on subsequent experiences.
3. Evoking in the participant a sense of simultaneity (learning at multiple levels) and a sense of intermeshing relationships;
4. Seeking similarities and complementary qualities;
5. Manifesting themselves in spatial relationships (as in graphic arts, dancing, architecture) in artistic and musical values and capacities.

Lack of understanding with regard to natural phenomena, inclined Western man to lean heavily on the scientific, left-brained approach. Now that lack of understanding has been largely overcome. "Now it's time to further an understanding of nature's order by reassimilating those passions which were originally fled from. The passions, the emotions, the affective domain of man's consciousness, are a part of

*Sidney Reisberg, from a paper delivered at a Phi Delta Kappa Conference, Buffalo, New York, November, 1974.

nature's order too. The central part."* ..."In other words, modern, scientific, linear research is now telling the left side of our brain what the right side knew all along: that as human beings our perceptions are not exclusively logical and analytical, that there is another dimension to human consciousness which has been largely ignored and buried under our western obsessions with left-brained perception."**

What does "educating both halves of the brain" mean for educators who are deeply committed to "education of the whole person"? The goal is the merging of both modes of perception so that all students explore both approaches to reality as they search for meaning in their individual lives.

*Robert Pirsig, Zen and the Art of Motorcycle Maintenance in "Zen and the Art of English Teaching," p. 26

**G. Lynn Nelson, "Zen and the Art of English Teaching," Media and Methods, May/June, 1976, p. 26

The Fully Functioning Young Adult: Who? When?

When can a boy or girl be said to be progressing, albeit unevenly, toward becoming a fully functioning young adult? Relatively few persons experience John Milton's conviction that he was a chosen vessel. He was steward of his great gifts, responsible for developing these gifts to the fullest for the common good. Even a Milton may have had intervals of self-doubt as his sonnet on his premature blindness suggests. In any case, the ordinary fully functioning person is an individual who, in the midst of life's ambiguities, and as a result of having to cope with its ambivalences, gradually develops an inner personal philosophy expressed in a willingness to live and to work hard, in her or his sphere to make the world a more just, a more humane, a more satisfying world in which to live. The ways in which self-actualized persons act are as varied as their temperaments, their socioeconomic environments, their interests, all the special circumstances of time and place and human concerns which distinguish each life. Each fully functioning person does consistently display a definite yet flexible personal philosophy and a freely chosen hierarchy of values in the face of problems and concerns which have no easy, ready-made solutions. This philosophy and this hierarchy offer no guarantee against human mistakes. They do not free living of misunderstandings, of cross purposes, of failures. They do hold promise that the person will be able to live with himself. Such a man or woman, living the self-examined life of Plato's ideal, is fully functioning.

Such a person can be termed a whole person. But *whole* may seem to imply finished completeness. A simple analogy may provide insight into the dynamic dimensions of the term. A tree as seedling, sapling, and fully mature tree is a whole in each stage of growth. The soil in which the tree is planted may be poor or rich, weather can partially determine its hold on life, and its shape. But within itself the tree has a drive to become itself. Here, the analogy must be expanded if it is to be applicable to human individuals. The drive to become oneself lies deep in each of us. But the drive is capable of being directed in a variety of ways. No one can choose or control life's myriad circumstances. But each person can determine and choose how she or he will respond to many of those circumstances. In this chosen response lies the secret of the fully functioning person's wholeness. A story is told of a counsellor visiting a woman whose body was racked by physical pain. The visitor commiserated, "Pain does so color our lives." "Yes, it does,"... added the woman, "but we can choose the color."

In another setting, on the opening day of school, a first grader was sitting in her new desk. Her teacher, busy with opening day details, was glad when the second grade teacher came in and began chatting with the little girl. "And what is your teacher's name?" she asked. The little girl looked up with grave independence, "I don't know, I haven't named her yet." This capacity to "name one's world," characteristic of young children, is a capacity to be cherished, nurtured, developed as each child develops. The power to name one's world implies a sense of ownership, of control vital to a sound self-concept, to the sense of personal worth characteristic of a fully functioning person.

To return to the analogy of the tree, from the inception of life the tree must cope with changing circumstances. Educators can enrich the soil of learning, can assist K-12 students to develop their abilities to cope with life's changing wind and weather by providing experiences in critical thinking, in reasoning, in decision making which lead toward the valuing process by which one chooses one's responses. Teachers can nurture the inner drive of each to become oneself, to exert significant control within one's sphere, to name one's world. In other words, significant adults can be vital forces freeing each girl and boy to become a fully functioning young adult. Young adults who have a well-developed sense of self-direction will shape the society of the future: this is the goal of contemporary education.

Relationships between major skill clusters and the fundamental skills of the fully functioning young adult: In relationship to the five major skill clusters, attitudes of personal self-esteem and of interpersonal relationships based in mutual respect are essential to the humane and effective development of the other fundamental skills of the fully functioning young adult.

Interrelationships:

1. Capacity to Search for Meaning: Problem-solving skills; skills in critical thinking and reasoning, in valuing processes, in philosophical approaches, and the modes of inquiry skills find their overall focus in the learner's search for personal meaning in life.

2. Capacity for Self-Direction and Creativity: The communication and discussion skills, creative thought and expression skills add to the learner's ability to use both work and leisure hours in productive and satisfying ways.

3. Capacity to Engage in Mutually Rewarding Relationships with Others: The positive interaction between the two skill clusters listed above with this third cluster is obvious. However, the communication and discussion skills especially foster the development of group dynamic skills. Small group skills need particular attention in

the earlier years. But even if these skills have been developed in the young child's home and in pre-kindergarten and elementary school experiences, the skills need continuing, lifelong exercise.

Capacity to function effectively in organized groups: Larger impersonal group skills receive limited attention in most homes and in early childhood education. In an organizational society, such skills are essential. For example, conflict resolution strategies can be profitably initiated in kindergarten. Leadership skills can be fostered, management skills can be incorporated into learning situations beginning in kindergarten. These developed leadership capacities are survival skills in a highly organized society, enhancing both personal quality of life and the quality of organizations and their responsiveness to human concerns. Serious gaming skills, simulations and role-playing offer educational introductions to and practice in the intermesh of skills required by each individual as each confronts problems and new life circumstances.

Capacity to change when change is needed: The student who through progressive, well-planned learning experiences involving both rich content and primary skills development, have been developing capacities which ease the discomfort caused by threatening changes. This facility in assessing change, whether the change is purely personal or forms part of a larger scene, provides the young adult with a reasonable basis for giving assent to change or for dissenting effectively and humanely. Hence, a real need exists for education in futuring. Futuring endeavors to look at current trends, to assess their varied possible outcomes, to develop strategies for influencing change. The young person who has grown accustomed to regard change as a fact of contemporary life, learns to look to the past as a precious resource for, but not as the determining norm for, the future.

How real are the dangers?: In the preface, the question is asked: "Are there problems involved in implementing changes oriented toward preparing students for the unforeseeable future?" And the answer is "Yes. But not preparing students to cope with the present as it becomes the future poses a far greater danger to youth and society."

How real are those dangers? Vance Packard's The People Shapers quotes Carl Rogers, a great humanistic psychologist: "We can choose to use our growing knowledge to enslave people in ways never dreamed of before, depersonalizing them, controlling them by means so carefully selected that they will perhaps never be aware of their loss of personhood."

Adults can move forward with boys and girls into the unforeseeable future--but only a limited distance. During most of their lives, these boys and girls will be on their own. We can help youth to become knowledgeable, effective, humane, fully functioning young adults. Reasonably fearful but unafraid; confident that they have within themselves developed capacities for discovering what they need to know as the future unfolds; confident that they can be effective in shaping that future; confident that they know who they are and why they are; compassionate, caring, concerned: such young adults are people shapers, too, shapers of themselves and others. Self-determined, self-shaped adults will be the scholars, the managers, the policy-makers, each in her or his sphere, who can infuse society with her or his unique humanness. They will address the philosophical problems hidden within new knowledge. They will work out solutions to ongoing questions as they arise. For example, in scientific "breakthroughs," a basic question all, not just researchers, must ask themselves is: "Should everything which can be done regarding the human person, be done? What are the limits? How does this new knowledge when applied enhance the individual human person?"

Section II
Designing Learning Experiences in the Skills

"Man does not--indeed never did--live by knowledge alone. We must assume that in the years to come one's peace of mind and one's relation with his world and the people in it will be at least as important as the need to be economically productive. Such attributes are not merely accidents of fate; they stem, in fact, from facility in the act of living and from a mastery of skills that enable us to pursue a worthwhile life."*

. Administrators and teachers who find themselves in agreement with Margaret Mead's statement above, yet faced with the equally real problem of integrating content mastery with developed facility in humane life-coping skills, ask one basic question: *How can we do it?* Working in a current situation involving community climate reflected in school board membership; collaborating with teachers and other curriculum planners understandably reluctant, in some cases, to change familiar goals, objectives, terminologies, approaches and procedures, and likewise involving students not yet experienced in handling "liberty within law" as an integral element in their learning processes: how can these be merged?

This section concentrates on a few major processes, vehicles for change within the existing framework. The goal is to provide learning experiences in which students K-12 can see for themselves that they are preparing themselves for living in the present and in the changing future.

Three Basic Processes

Underlying any widespread, lasting humanizing of education, three primary process areas require development. Administrators, teachers and students will involve themselves in mastery of: (1) open-end discussion skills, including body language; (2) problem-solving skills, especially serious discovery gaming; and (3) skills related to infusing all curriculum areas with experiences in the first two meshes of skills.

*Association for Supervision and Curriculum Development, Yearbook: 1969, p. 34.

Developing the Over-Arching Skills

Open-end Discussion Skills - their value: The humane life-coping skills are based in individual self-respect and mutual respect between individuals. In learning situations, these over-arching skills are best acquired through interaction. Controlled yet spontaneous open-end discussion skills, with all their myriad aspects and variations, are an essential learning mode:

1. The individual learner experiences valid reenforcement of his or her significance. "My opinion makes a difference."

2. The learner begins to realize in a practical and humane way that each other individual is significant also and has an equal right to be heard, really heard.

3. As the participants interact with one another, they begin to develop their ability to define working rules, suitable to their membership and to the problem they are jointly working to solve.

4. Participants encounter mastery of content in a new mode: as a problem to be solved cooperatively by themselves and the teacher, whoever that significant adult teacher may be.

Process Mastery - it takes time but it's worth it: These open-end discussion skills require time and practice. Experience is the only practical approach to participant involvement. The time to begin, of course, is in early childhood education. However, no matter at what developmental age level the individual enters into mastering open-end discussion skills, the training period will pay dividends benefitting mastery of content now and preparing the learner to become a fully functioning young adult.

If the four outcomes suggested above were the only positive fruits--there are numerous others--these would be sufficient to recommend open-end discussion skills to teachers and administrators as well as participants.

Planning and Practice Time: Planning can ensure effective process mastery. It can provide participants with trial-and-error experiences from which they can extract the basic rules, procedures and behaviors they perceive as effective means to achieve purposes they see as significant and productive.

Open-end discussion skill mastery usually requires several phases:

. a trial-and-error period;

. a time to extract simple, basic rules agreed upon by consensus;

a span of time in which to apply these self-selected rules;

and time to learn how to modify their own rules as the group's felt needs change.

Are open-end discussions the same as "rap" sessions? Perhaps the distinguishing differences can best be outlined:

"Rap" Sessions	Open-end Discussion Sessions
1. encourage off-the-top-of-the head comments: "exchanges of ignorance."	1. focus on a selected content problem for which participants prepare themselves.
2. require no statement of reasons for position taken.	2. "because" forms an essential part of each position statement.
3. end wherever the discussion closes, often with "egg thrown at the wall" inconclusiveness.	3. close with a summing up of the matters discussed, of the majority and minority positions taken. Summation is reached through consensus.

Summation Essential: The third characteristic of open-end discussion skills is essential. In this summation, the participants review themselves. This summation serves as content reinforcement, as synthesizing experience, and as a norm against which to measure the interacting processes, procedures and behaviors they expect of themselves individually and as a collaborative group.

Teacher(s): The role, the attitude, the behaviors of teachers is central in process education. Teacher demonstration of courtesy and fairness, interest and concern in speech and behavior determines the classroom climate in which mutual trust can grow. In a non-threatening environment, individual expression of reasoned opinion flourishes. Gradually the students learn to extend to others the attitudes and behaviors they observe and experience in significant adults. The gradual development of self-respect and mutual respect results, first, from seeing models they can respond to, and then by their being involved in determining the guidelines which are to govern their attitudes and actions, specifically in their large and small group discussions.

Trial-and-Error Phase - open-end discussion skills: In developing these skills in a content area, an example problem to be solved might be: "if the American Civil War had broken out before 1850, could the South have won the war?" The learning situation involves students who have not yet covered this material. Since the participants are inexperienced in generating their own problem statements, the teacher poses this question to a group of grade school boys and girls as they begin the unit. They understand they are to be on the alert to relative strengths and weaknesses on both the side of the South and of the North.

1. As the unit progresses, a time is set aside each day for general group unstructured "rap" sessions on a single aspect of the example problem question.

2. After several aspects have been covered, the large group divides itself. Those who believe the answer to the question is "Yes," further sub-divide into smaller groups each concentrating on one aspect. Their goal is to prepare a statement of reasons why they hold this position on this aspect. Those who answer "No" do the same.

3. The larger group reconvenes and discusses each aspect pro and con.

Now the learners are ready to begin to assess the relatively unstructured large and small group discussions. The following condensed forms provide individual and group evaluations.

Initial Process: Developing Open-end Discussion Skills

The teacher prepares Forms A, B, C, D for student use on different days.

Form A: Individual Recommendation Profile (written responses)
1. Describe discussions so far in this class. (Words or phrases)
2. List elements you enjoy; list some you do not enjoy.
List some actions or attitudes:
3. Students should show during discussions; 4. should not show;
5. Teacher(s) should show during discussions; 6. should not show

Form B: Group Recommendation Profile (based on A, 3,4,5,6)
During general class discussions:
3. Participants should show... 4. should not show...
5. Teacher(s) should show... 6. should not show...
7. List 3-4 guidelines participants might agree to follow.

Form C: Individual Profile: Small Discussion Groups
1. List qualities you like in small discussion groups...dislikes...
2. Write 3-4 recommendations to make to class.
3. Small groups are named in several ways: teacher names members, or count off, etc. List preferred ways.
4. Write 3-4 guidelines you recommend to improve discussion.

Form D: Group Profile: Small Discussion Groups
1. Compile results of C, part 4
2. Diagnose characteristics:
   a. What results do compiled questionnaires reveal?
   b. Participants discuss examples of likes and dislikes.
   c. Participants list common problems. Why important?

d. After discussion, develop brief individual list of chief positive characteristics you recommend.
e. General agreement is essential to small group effectiveness. How does entire group benefit?

3. List 3-4 guidelines, participants (including teacher) agree to observe. Post for future reference. Modify as participants gain experience.

The above initial process grew out of classroom experiences. In West Irondequoit School District (New York), Dr. Thomas Jones directs "Values Education for Responsible Citizenship and Decision Making." As a result of several years experience, he and his associates concluded that the basic skill needed was skill in open-end discussion. They devised the introduction included here to meet students' primary skill needs.

Body Language in Open-End Discussion

Body "language" includes all the nonverbal ways in which we send messages to other people. One of the most significant messages we can send is "I'm listening, I'm interested, I'm hearing what you said as you meant it." Yet some people don't know how to send these messages.

In open-end discussion, body language assumes special importance. Mutual support or apparent lack of support often determines the growth of trust and openness. The following exercise offers basic experience in body language in a one-to-one relationship to encourage individual awareness. Extension of awareness to group interactions can then be discerned by the participants and defined as expected behaviors.

Exercise*

Five basic signs: When paying attention, a person: faces the other person squarely, exhibits an "open" not "closed" posture, leans toward the other person, makes eye contact, and tries to be "at home" or relaxed. Ask a participant to list these signs where all can see them.

Next, the group divides into pairs. Have each person think of a topic of interest to talk about for one to three minutes. If the group is already involved in a topic, e.g., the question proposed in the material on open-end discussion: "If the American Civil War had broken out before 1850, could the South have won the war?", this focus may furnish topics: "As Senator from Kentucky, I acknowledge the fact that Kentucky is split in its interests." But if the

*Adapted from *Teacher's Guide* for *Here's Psychology* by David Watson, 1977, Ginn and Company.

participants share no common topic, other areas can be involved effectively: "I like to plan ahead," "I'm shy, though most people don't think so," or "I think _____ team has a good chance to win the playoffs." Of course, each participant can choose to role-play rather than reveal too much about self.

Nonattending: First one member of the pair and then the other talks for a short time, a minute or so. Each listener, in turn, deliberately exhibits none of the five body signs of attention; he or she studiously avoids them.

Attending: Practice using all five signs of attention. Each participant speaks for a slightly longer time while the other listens. The listener strives to demonstrate all five signs in as natural a way as possible. At the end of three minutes, the talker gives feedback to the listener in terms of how successfully the listener communicated through the five silent signs. They then reverse roles and repeat the exercise.

Practice in paraphrasing: Since open-end discussions often break down because a speaker's verbal message has been misunderstood, practice in paraphrasing helps the listener to learn to really hear what the other person is saying. The first participant speaks for a brief time (30 seconds). The listener then paraphrases what the speaker has said: "If I heard you correctly, you said . . . " Again, they reverse roles.

Attending/Paraphrasing: One participant speaks for about two minutes while the listener tries to exhibit all five signs of attention. Then the listener and speaker reverse roles.

Recommendations: During these exercises, participants should be encouraged to talk about relevant issues, not trivia. Encourage participants to work on these skills in all situations. Later, discussion and analysis of the reactions of others to these silent messages can help the participants draw up their own basic guidelines for interpersonal and group interaction.

Humane life-coping skill: Facility in these skills are primary skills all persons need all their lives in all circumstances. As expressions of self-respect and of mutual respect perhaps no skills are more productive and significant.

Recommended background reading: "Understanding Body Language," four essays in THE LANGUAGE OF MAN, Book 5, McDougal, Littell and Company, Evanston, Illinois 60204, 1971

Problem Solving and Skills Mastery

Problem solving approaches appear to offer a most effective way for students to master both life-coping skills and content in a learning experience. Initially, teachers and other curriculum planners for grades kindergarten through 12 outline the content the learner is to know, the effective use of that content in contemporary living and the appropriate process humane life-coping skills to be incorporated or infused. Participants in the learning experience then involve themselves in a joint effort to discover how this goal can be reached; how its development can help them now; how both process and product can be validly evaluated.

Mastery of how to approach a problem whether simple or complex is a skill all people need. By learning to state a problem and by discovering alternative solutions the student can grow to own what is learned. He or she acquires the power "to name the world," in other words, to realize that he or she is significant, can exert influence, can become a self-directing individual. The vital dynamism of this approach helps the learner define a personal approach to life, a philosophy, an ongoing search for underlying meanings significant to the individual. And that is what education of the total person is all about.

Dr. Charles Holmes has evolved a serious discovery gaming problem-solving structure which can be utilized at two levels.

a) When students are first being introduced to this problem-solving approach, detailed prior planning will be done chiefly by teachers or other curriculum planners.

b) As students gain experience in self-directed problem solving, generation of the serious gaming structure will increasingly form an essential aspect of the participants' mastery of the problem-solving process.

This notion of participants generating the structure and processes through which more or less complex problems are solved is called serious discovery gaming. Serious discovery gaming is sometimes referred to as development of a voluntary control system. Voluntary is underscored to emphasize the essential role of generation/modification by participants. Whatever the process is termed, it signifies that the learner shares responsibility with the teachers in determining how a goal is to be achieved, and by what standards (the anticipated outcomes) goal achievement is to be evaluated.

Serious Discovery Gaming: An Approach to Problem Solving

Problem solving is widely acknowledged as a skill all persons need. Developed facility in characteristic aspects include skills:

- . in recognizing and stating the problem;
- . in identifying elements of the problem in terms of:
  - a) related circumstances already known or easily observed;
  - b) additional data needed;
  - c) desired or expected outcomes.
- . in collecting data in terms of:
  - a) expanded current knowledge of related factors;
  - b) other data needed to analyze the problem further.
- . in formulating alternatives (hypotheses) by:
  - a) evaluating data for relevance
  - b) discarding irrelevant data
  - c) organizing relevant data into alternative solutions.
- . in testing hypotheses by:
  - a) checking each alternative for practicality, acceptability, potential effectiveness,
  - b) eliminating least effective alternatives.
- . in selecting the best tentative course of action.
- . in applying that selection.
- . in validating the outcomes of an applied course of action and modifying the solution, if required.
- . in accepting responsibility for the outcomes whether favorable or unfavorable.*

This normal reasoned approach to problem solving is a skill in itself. But development of problem-solving skills involve open-end discussion with its interaction between varying individual personalities.

Serious Discovery Gaming - problem solving with a humane dimension: The word *game* evokes the connotation of a pastime, a diversion entered into as an activity to make time pass agreeably. Learning is a serious pursuit, but it need not be a grim one, so this by-product of serious discovery gaming is not to be discounted. However, gaming also calls up the conventional, prepackaged competitive contest. This connotation is directly opposed to the spirit and practice of serious discovery (heuristic) gaming.

*Adapted from "Problems Are for Solving," A Guide for Inservice or Perservice Use of a Problem-Solving Programs, Bureau of Mass Communications, New York State Education Department, Albany, New York.

The chart below can serve as a fruitful basis for further discussion of and inquiry into the contrasts between conventional games and serious educational discovery games.

Distinctions Between Conventional Gaming and Discovery Gaming*

	CONVENTIONAL GAMING	DISCOVERY (HEURISTIC) GAMING
Content	Pre-defined by game-maker	Defined by players: problem and process
Model	Explicit, simplified, cannot be modified	Implicit, complex, modifiable
Rules	Pre-defined and enforced by penalties	Developed by players; modifiable; rewarded by sense of sharing, contributing
Interaction	Competitive; win-lose outcome	Co-operative; win-win outcome
Role-playing	Stereotyped	Characters creatively developed by participants
Aims	Achieve specific pre-determined goal(s)	Reach holistic, integrated understanding of situation
Effect	Skill acquisition	Process education acquisition

*Adapted from R.J. Talbot and R. Levy, "Heuristic Gaming", a section of the theory supplement of GRIPS II, available from Lew Warshaw, School of Architecture, University of Montreal, Montreal, Quebec.

As a learning framework, Dr. Charles Holmes sees the underlying structure of serious discovery gaming developing along process lines similar to these.

Discovery (Heuristic) Gaming Structure/Processes

An Exercise of Voluntary Control Systems Which Make Possible

(1) A design or framework or structure for EXPERIENCING

and

(2) Suggested rules and techniques for ACHIEVING

A PROCESS + PAYOFF
which elicits contributions by players, enhances players' comprehensive understanding through:

(a) Critical, reflective THOUGHT

(b) Precise yet unrestrictive COMMUNICATION

which
FACILITATE ABILITY
to

1. IDENTIFY AND EVALUATE ASSUMPTIONS
2. UNDERSTAND AND APPRECIATE THE COMPLEXITY OF GENERATING, STRUCTURING AND ESTABLISHING INTERRELATIONSHIPS IN PROBLEM-SOLVING
3. FORMULATE POSSIBLE SOLUTIONS
4. SELECT MOST EFFECTIVE SOLUTION
5. EVALUATE CONTENT AND SKILLS MASTERY OUTCOMES

Simulations, including role-playing, and serious gaming are convergent skills blending two or more skills.

Role-playing requires the participant to:
affectively empathize with the viewpoint, and the position in time, historical or contemporary, of the individual whose role is being interpreted. Role-playing may require also the adoption of an appropriate vocabulary and of social conventions such as dress.

Simulations usually involve a group of participants, each of whom is role playing, and possesses the added dimension of interaction among participants. As they explore a chosen human concern, decision making becomes a factor.

Serious gaming provides a well-defined experience in an unfamiliar problem area or concept. Serious gaming introduces a competitive element to motivate mastery of the new processes involved, awareness of decisions to be made, of consequences involved, and development of strategies leading to success in the game.

Business and industry make use of these techniques with their personnel at every level, including top management. From pre-kindergarten onward through adult life, simulations, role playing, and serious gaming can have significant, valuable application to skills mastery. A wide variety of these techniques, available through books and periodicals, and also available commercially as complete units, can provide teachers with experiences in their use. Teachers themselves can develop original learning experiences adapted to the ages and needs of their students. Well-designed simulations, role-playing activities and serious games help students unify their learning by perceiving and extending relationships.

Glossary: Serious Discovery Games

Communications entails dialogue among participants, an exchange and clarification of ideas through discussion, debate, consensus, role playing, etc.

Experiencing is intended to include all aspects of emotional as well as intellectual involvement. Experiencing is the qualitative humane dimension, often lacking in narrower cognitive learning.

Reflective thought includes the ability to handle information, concepts, principles and to make judgments regarding significant relationships.

Voluntary Control Systems: As opposed to pre-determined, unmodifiable controls established in conventional games, rules of discovery games can be established and adapted by participants. The control system or structure of the problem to be solved can be suggested by the teacher or facilitator. Implementation of the structure can be modified by the participants yet remain within and achieve its goal. The ultimate goal is for the participants to generate their own statement of the problem to be solved, then to flesh out the structure processes, and outcomes.

Most discovery games will, by their very nature of being explorative, involve both role playing and simulations. Simulations involve the scaling down of elements or conditions to a manageable size. This scaling down keeps participants from becoming bogged down in a complex problem. One component in the Humanities Series plans to address this aspect.

Model of "Discovery (Heuristic) Games" and the "Characteristics of Discovery Games" adapted from "Philosophical Games" from a demonstration of Teaching with Philosophical Games, by Dr. Charles A. Holmes, University of Prince Island, at the National Workshop Conference on Teaching Philosophy, Union College, Schenectady, New York, August 10, 1976.

SERIOUS DISCOVERY GAMING

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GAMES

GRIPS II, Designed and produced by Len Warshaw and Ron Levy, School of Architecture, University of Montreal, Montreal, Quebec, Canada, Grips II is a complete packet of materials including the games of Grips and some valuable theoretical supplements. ($15.00)

TAKE, Designed by James Coleman, The Johns Hopkins University. Produced by Academic Games Associates, Inc., 430 East 33rd St., Baltimore, Maryland 21218. This is a thought, logic game recommended for elementary through adult.

WFF/WFF 'N PROOF, Designed by Layman E. Allen. Produced by WFF'N PROOF, available through various distributors. Logic game recommended for elementary through adult.

QUERIES 'N THEORIES, Designed by Layman Allen, Joan Ross, and Peter Kurgel. Available through Didactic Systems, Inc., P.O. Box 500, Westbury, New York 11590. A game dealing with language and scientific method.

PROPAGANDA, Designed by Robert Allen and Lorne Greene. Recommended for junior high through adult, with some modifications it could be used in elementary grades.

Designing Skills Mastery Learning Experiences

Learning is successful when the individual involved experiences worthwhile purpose and personal satisfaction. This sense of overall purpose and of individual satisfaction is the goal of the Humane Life-Coping Skills.

- To provide learning experiences in which students K-12 can see that they are preparing themselves to act effectively and humanely in changing situations present and future;
- to provide lifelike sequenced situations in which students can master the skills required by ongoing change;
- to review the present educational system to determine the adaptations in content and approach required to infuse all learning experiences with the processes, and all learning environments with an atmosphere conducive to effective and humane skills mastery.

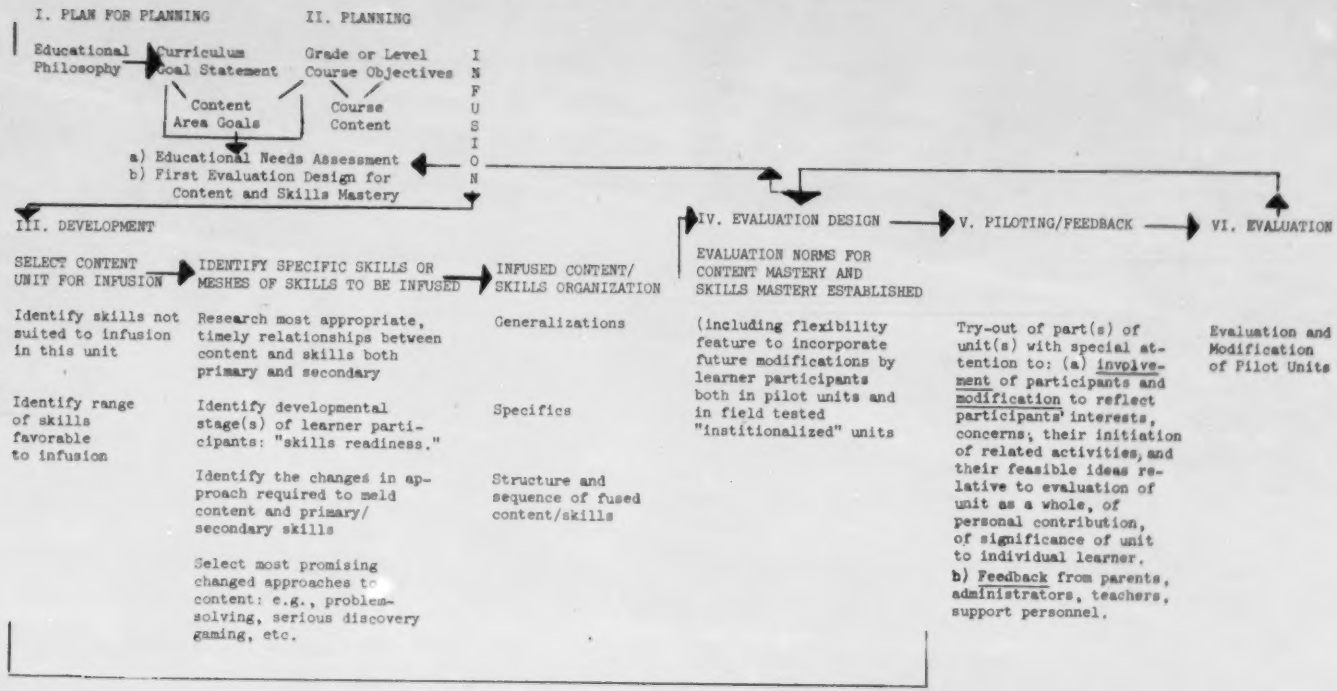
The achievement of these three objectives can facilitate in each learner the development of a purposeful and satisfying education.

Infusing the Humane Life-Coping Skills into All Curriculum Areas: Isolated ventures in humanizing education can serve as a starting point. If, however, all of education is to be integrated around this focus, then a wider base is needed. The following chart indicates that pre-planning include a review of the school system's educational philosophy. If, as Margaret Mead points out in the opening paragraph of this section, learning how to live now and in a changing future is of importance equal to that of content mastery, then obviously this dual equality should be evident in the school's statement of its educational philosophy.

The following chart is offered as a starting point for developing a manageable framework for widely based change. Presenting an organizational plan in the guidelines meets two demands:

1) the plan suggests one way to answer the question asked in the opening of this section, *How can we do it?*
2) the plan may help to allay a pie-in-the-sky reading of subsequent development.

INFUSING THE HUMANE LIFE-COPING SKILLS INTO ALL CURRICULUM AREAS


I. PLAN FOR PLANNING
II. PLANNING
Educational Philosophy
Curriculum Goal Statement
Grade or Level Course Objectives
Content Area Goals
Course Content
INFUSION
a) Educational Needs Assessment
b) First Evaluation Design for Content and Skills Mastery
III. DEVELOPMENT
IV. EVALUATION DESIGN
V. PILOTING/FEEDBACK
VI. EVALUATION
SELECT CONTENT UNIT FOR INFUSION
IDENTIFY SPECIFIC SKILLS OR MESHES OF SKILLS TO BE INFUSED
INFUSED CONTENT/ SKILLS ORGANIZATION
EVALUATION NORMS FOR CONTENT MASTERY AND SKILLS MASTERY ESTABLISHED
Identify skills not suited to infusion in this unit
Research most appropriate, timely relationships between content and skills both primary and secondary
Generalizations
(including flexibility feature to incorporate future modifications by learner participants both in pilot units and in field tested "institutionalized" units
Try-out of part(s) of unit(s) with special attention to: (a) involvement of participants and modification to reflect participants' interests, concerns, their initiation of related activities, and their feasible ideas relative to evaluation of unit as a whole, of personal contribution, of significance of unit to individual learner.
b) Feedback from parents, administrators, teachers, support personnel.
Evaluation and Modification of Pilot Units
Identify range of skills favorable to infusion
Identify developmental stage(s) of learner participants: "skills readiness."
Specifics
Identify the changes in approach required to meld content and primary/ secondary skills
Structure and sequence of fused content/skills
Select most promising changed approaches to content: e.g., problem-solving, serious discovery gaming, etc.
STRUCTURING BY ADMINISTRATORS, CURRICULUM PLANNERS, WITH TEACHERS and/or TEACHING TEAM(S)

Introducing Students to Process Learning

A Working Plan

Routines: Teachers as well as students operate in time frames. Working out together the relationship between the length of class period(s), report card periods, and semester structures with the main objectives of the course can mean students experience collaboratively a reality with which they are always going to have to cope.

Course Expectations: Success or failure of an entire conference, a single lecture/demonstration, or of an extended course such as Being Human(e) in a Changing World, often depends on those varied expectations the participants bring to the experience. To search out these expectations and then to establish some feasible relationship between students' expectations and the major objectives of the course is well worth the time it takes. This process proves especially valuable if the participants have had limited experience with process education, a process in which their valid contributions are welcomed and incorporated. Incorporation means that the contribution is relevant to and does not divert the course from its major objective(s).

One way to help establish valid course expectations is to develop a form on which each student can indicate what her or his thinking is and/or experience has been concerning the process elements.

Process Elements: Using as an example, a unit relatively few schools currently include, "Being Human(e) in a Changing World," the assessment of students' developmental readiness might be based on their awareness of and prior experience in: The Process Elements Involved: How We'll Do It:

- Futuristics: an introduction
- Coping with Changing Futures
- Information gathering, Organizational Skills
- Problem solving: Critical Thinking and Reasoning
  Decision making
  Valuing Process
- Interpersonal and Group Dynamic Skills
- Interdisciplinary Approaches Skills
  Modes of Inquiry
  Meshing
- Creative Skills

What means do we have to discover the major ways present trends are likely to develop in the future?

How can we cope with future changes?

What is your attitude toward change?

Are you prepared to live in a geographically mobile society?

Are you prepared to change careers several times during your adult life?

Besides textbooks and library book resources, such as encyclopedias, what other sources of information can you tap to help each one understand and exert some controls over the future?

What types of organizations are needed to achieve the objectives of this course? small group? large group? meshing of small with large groups?

How can the value of individual contributions within small and large groups be evaluated?

Unit topics: A second component in the Course Expectations inquiry could very well relate to the unit topics to be covered. Here again some modifications in terminology, in establishing relationships between students' concerns and interests and the objectives of the course can assist the teacher(s) in establishing a solid rapport with the students and also assure the students that their valid contributions are really welcome and recognized.

Such Course Expectation outlines when filled in by each student individually begin to: establish individual student "ownership" of the course; provide a sound basis for group discussion strategies, and for establishing consensus. Consensus here means finding common grounds with which "each member can live." Consensus does not mean absolutely total agreement with every element. Again, this experience provides students with experience in using a process necessary all of their lives.

Evaluation criteria: For many students their experience of how they will be graded or evaluated regarding their performance in a course is limited to a series of unknown tests: pop quizzes, semifinals, finals, all related only to content mastery, to which they respond, usually in writing. These criteria have their place. However, in process education, content mastery meshes with process skills mastery. Assessing these two components requires the development of norms yielding data appropriate to each element, and to the interrelationship(s) between the two.

Assuming, of course, that curriculum planners and teacher(s) have themselves previously established an overall evaluation design, yet there are appropriate modifications which participants in the learning experience can recommend with regard to forms, judgments of excellence, and modalities of grading.

These mutually acceptable criteria should be known in general to students at the beginning of the course. Some suitable modifications may be made as the course progresses. But in both the preplanning carried out by administrators and teachers, and in the modifications recommended by students, evaluation criteria are to be integral from the outset and address mastery of both content and skills mastery.

Infusing the Skills into all Areas

The humane life-coping skills are indispensable skills needed by all individuals. These skills can be infused into all curriculum areas. All learning experiences offer situations into which exercise in these skills can be incorporated appropriately to the enhancement of content mastery. The department head or teacher most protective of the purity of a particular discipline can approach content in such a way that the student relishes the process, the mode of inquiry involved. Facility in the use of a mode of inquiry, the way of getting at information, organizing information, using and evaluating information is a basic reasoning skill needed by each learner. "How do we know what we know?" is a fundamental question in epistemology which students need to be able to answer for themselves in terms that make sense to them.

This perfectly legitimate educational goal can also serve as a starting point for a mutual exploration of one area of human experience. Learning is serious business, but it need not be grim. Approached in a problem solving structure planned by the teacher(s)and implemented by students, a mode of inquiry can open another avenue in the student's search for meaning.

For example, in the scientific testing of hypotheses, the learner masters an approach valid in physical and natural sciences. The same approach has various other applications in critical thinking and in other areas. The historical approach to data, provides examples of varied solutions to human concerns, of long-range consequences of decisions, and can stimulate students to reason to possible alternatives. These same skills once mastered by students can be applied profitably to contemporary situations requiring long-range planning. In fact, a contemporary situation which rouses student interest might well be used as a starting point for mastering a mode of inquiry. The able teacher can start from *where the students are* and build on that basis back into related historical precedents. City planning has been a target of human concern ever since humankind began dwelling in urban environments. In teaching, relevance means simply establishing significant relationships. By starting at a current point of student interest, a capable teacher introduces an ordering element into what is too often a chaos of facts unrelated to the learner's own limited experience. Initial movement toward mastering a mode of inquiry can begin in the present, then move toward a related parallel in ancient or recent past.

The empirical approach of mathematics, the mode of problem solving most suited to the human mind, can be made significant if the learner feels a need for this approach. Mastery of this mode gives the learner a way of making sense out of a present puzzling problem.

The same process approach holds true in the behavioral sciences, the language arts and skills, vocational career preparation and in physical education. Understanding the process, acquiring facility in using the process in solving problems enhances the student's ownership of the content he or she learns.

The infusion of the humane life-coping skills into all aspects of the curriculum is vital to the process of humanizing education. Students express urgent need to see relationships between the content they learn and the ways self-actualized persons live. They are, likewise, insistent upon knowing that subject content will prepare them to cope with change.

The learner becomes aware that each mode of inquiry is one of several ways of regarding a human concern, each approach illuminating one aspect in a rational and humane way. Conversely, skills in role-playing and in serious gaming can enhance mastery of content in all disciplines and areas.

The interdisciplinary approach to learning characteristic of contemporary humanities education rests on these principles:

- Learning experiences spanning two or more disciplines help students perceive interrelationships between content areas.

- Mastery of the modes of inquiry, the methodologies or appropriate ways of approaching content, is a skill students need. Facility in applying a particular mode of inquiry to a human concern means that the learner can use that approach both now and later. Mastery of varied modes of inquiry is essential for humane, effective living in a pluralistic world.

- Teachers on interdisciplinary teams need to be specialists in their respective fields; masters of content, aware of the dynamic relationships between that content and other disciplines, and so at ease with the mode(s) of inquiry that they can communicate these process skills to learners. Communication of these modes of inquiry includes involving learners in educational experiences in which they apply a particular methodology to other areas or human concerns. Cross-disciplinary application of discovery methods helps students grasp interrelationships.

The scientific method or mode of inquiry: The most widely known approach is the experimental investigation of physical phenomena. *As a humane life-coping skill* mastery of this investigative mode of inquiry is an invaluable asset to the learner. It furnishes her or him with a way of organizing one approach to an unknown factor or situation. Because the scientific method stresses analysis of parts in order to establish or confirm a principle, it can evoke

in the learner a facility, an ease in mastering other skills involved in critical thinking and reasoning. The skills of induction, deduction, comparison, extrapolation, synthesis and interpretation, if the student is made aware of these operations as valid ways of approaching and organizing knowledge and experience, can be validly applied in areas outside the fields of science.

The philosophic mode of inquiry looks toward ultimate human purposes and ends. In the light of these purposes, philosophy investigates varied human attitudes and actions which peoples have exhibited in striving toward these purposes. This orderly exploration of ends and means, at once varied yet manifesting strong commonalities, encourages learner facility in discerning and applying comprehensive views and in accepting varied philosophies of life. Growth in interest in philosophy at the elementary and secondary levels is widespread in education.

The aesthetic mode is the creative expression of the concrete universal. Each art work represents the creator's attempt to translate a world view in terms of a particular concrete situation, event, emotion or insight. The criteria by which the artist or the participant or the viewer guages his/her own creations or creative experiences flow from a fusion of learned or intuitive discrimination, of personal taste, and of involving experiences in the arts. This objective/subjective synthesis affords the learner affective insight into self and our human condition, as well as skills in creative initiation, participation in and evaluation of the arts.

The investigative mode appropriate to history and some of the other social sciences; the *problem-solving mode* of mathematics; the *quasi-scientific, experimental, investigative modes* appropriate to behavioral sciences: each has its own validity, exacts its own discipline, facilitates for the learner skills in gaining access to and in organizing information and experience, and contributes to his or her ability to make sense out of life.

Need for Content Area Specialists: The teaching of the mode(s) of inquiry appropriate to a content area usually falls to the specialist in that area. At ease with both content and the mode of inquiry, such a specialist can develop learning situations in which students exercise themselves in consciously applying that methodology. Student mastery of both content and the process or mode of inquiry helps them apply that mode when involved in problem solving and decision making in other fields.

Rich learning is a synthesizing process. When a human concern is approached by the learner through a variety of modes of inquiry the resulting opinion or conviction is more likely to be a balanced, effective and humanely affective and flexible view.

Within each discipline, the major objectives of humanities education can be incorporated: the reasoning skills, the affective involvement of the learner, interdisciplinary approaches, and the valuing process.

Humanities educators believe that learner facility in using particular modes of inquiry, and skill in applying various modes to a human concern are essential aspects of the interdisciplinary approach. These skills incorporated into K-12 learning experiences can prepare students to cope humanely and effectively with change.

Designing Interdisciplinary Studies Programs: A component of the Humanities Series, has been prepared to help teachers from different disciplines (plus consultants and students and representatives of the local community) to set goals and to design teaching/learning experiences that span two or more disciplines.

Sample of an Interdisciplinary Approach
Our Family Tree

Human beings are living beings in states of on-going change. How we got where we are undergirds really understanding where we are now, what we value and why, and indicates some of our possible futures. We reached our present state of human life through a series of complex and interrelated developments.

A. Where We Begin: Explanations of the Origin of Life

English: Mythology, the quintessence of ways human beings express their communal view of great realities;

Religious experience: our experience of the transcendent, of the "totally other," by whatever name a particular culture in a particular age describes or calls this experience.

Physical Science: The creation of earth and man, and the galaxies;

Behavioral and Social Sciences: Similarities with and unique differences from other animals;
. our desire to explore the unknown
. our physical and social needs

Family: Self-concept and interpersonal relationships; feelings, values, attitudes.

B. Our Physical Nature

English: Readings "The Naked Ape";

Physical Science: Theories of evolution; DNA,

Behavioral and Social Sciences: Social developments: family, tribal clan, city-state citizenship, feudal, earlier forms of population control.
Development of cultures: commonalities, differences;

Family living: nutrition, reproduction - childhood, adolescence, changing interpersonal relationships.

C. Our Cultural Development

English: Languages
Arts
Origins of other communications codes: words, signs

Physical Science: Genetics: inherited traits, disorders, counselling;

Behavioral and Social Sciences:
Coping with Culture: affirmations, valuing process, the right to say no.
Family types
Incest taboos
Marriage patterns
Social institutions
land ownerships
legal institutions
political systems
Death: concepts of the ultimate experience

Family Living:
The Family Today
Crises We Might Encounter:
death
divorce
alcoholism
adoption
crime
separation
drugs
prison
invasions of privacy

Does this integrated approach to education really stand up to the demands life makes? An example may serve to strengthen the case. A young married woman, who had grown up in a home and school environment which nurtured these skills, was just getting herself together after the death of her mother, senselessly murdered in a daylight robbery. Among other things, she said, "Well meaning friends say, 'Good will come out of this,' as if some reward were due me, a kind of consolation cookie. I wish I could share with them the truth I am growing to understand: that any good coming from my mother's murder is the good I choose to make of it. Life does not owe us rewards, life owes us experience out of which we can choose to build our own bittersweet reward."

The fully functioning young adult is the sole realistic goal of education. On the opening page of these guidelines, Louis Rubin is quoted as saying that new skills are needed by students today as they move from the unstable present into an uncertain future. The new humane life-coping skills "enable a person to understand the world" in which that individual lives. *Understand* means that the learner has discovered unifying purpose and significance in life. To do so, the learner must master how to acquire appropriate knowledge in a world in which the amount of knowledge increases faster than any mind can absorb in detail. Learners must master, too, the effective application of that expanding knowledge in solving problems: current problems to which teachers now can help them discover for themselves alternative solutions, and those future problems which youth must solve on their own as young adults. Both knowledge and the effective use of knowledge permeated by the learner's humane sense of self worth and of mutual respect between individuals can lead boys and girls to choose the life worth living.

School can provide learning experiences in which students K-12 grow in these humane life-coping skills. Teachers can communicate both knowledge and a humane attitude toward life to learners. This is the role our times thrust upon those who being older are more experienced, more reasonable, more temperate, more skilled in coping with life humanely and effectively. Adults with these qualities are teachers of youth whether they hold degrees or not. Adults with added qualifications in a special area are the certified teachers needed as the present becomes the future.

Section III
Major Skills Cluster

The five major humane life-coping skills clusters were outlined earlier. The following pages specify observable behaviors learners, kindergarten through grade 12, will demonstrate with progressing facility. Gradually, these behaviors become woven into the texture of each individual's living. Facility in these skills help synthesize life experiences whether the person is in a structured learning setting or in the midst of ongoing changing circumstances any place, any time, lifelong.

Critical Thinking and Reasoning

Humane Objective: The developed capacity to search for meaning.

Childhood and youth covers that formative period when each person begins to discover and test oneself as an individual. What are my potentials? What can I as myself become? These are basic questions of philosophy. Philosophy is each person's search for meaning, for unifying significance in life. Mastery of the rational skills involved in critical thinking and reasoning as tools and guidelines is crucial. For that reason the section following this present section specifies skills every student K-12 must acquire to promote this search for meaning.

In the process of mastering these skills, the student learns for himself or herself ways to determine what motivations lie behind personally chosen values. As these personal values are discovered by each one in varied learning situations, opportunities to practice these values, to make decisions based on these values, to "reality test" them in specific areas, help make them habitual norms.

From these experiences of self-in-action, boys and girls gradually develop a capacity to direct their responses, to assess their performance, to maintain an inner security and outer life style expressive of their enduring commitment and philosophy. This fundamental approach to life is the strand which gives continuity to personal living. A defined and valid self-image and sense of control linking past and present free the person to face the uncertain future confidently.

Primary Skills To Be Acquired: To think and reason critically by acquiring facility in the use of:

Deduction: As used here, deduction is synonymous with reasoning.

Deduction can be subdivided into:

- Exposition vs. Argument or explanation as opposed to statements organized to support other statements.

- Deductive vs. Inductive: All arguments can be divided into two basic kinds. Deductive and inductive arguments differ in the strength of the support which the premise statements provide to the conclusion.

Deduction also includes valid inference, conditional argument, syllogisms, assumptions, use of language, fallacies, implications and consequences, use of evidence.

The above terse summary need not daunt the teacher interested in communicating critical thinking and reasoning skills to students K-12. Help is at hand. Not only is Critical Thinking and Reasoning: A Handbook for Teachers available through the Division of the Humanities and the Arts, but literature in the field of teaching pre-college philosophy at the elementary and secondary levels is growing by leaps and bounds.

Dr. Matthew Lipman and Dr. Ann Margaret Sharp have developed materials in pre-college philosophy in the Institute for the Advancement of Philosophy for Children, at Montclair State College, New Jersey. Using their literary novels as a basis, they and associates have produced detailed Instructional Manuals for teachers as part of their in-service teacher development program. Through Harry Stottlemeier's Discovery and Lisa, a teacher can encourage elementary students to think philosophically through discovering how to think for themselves. Philosophical terminology is not used. Students learn to discuss, to reason, to reflect, to express themselves, to compare and contrast their views with those of other children: these are essential aspects of critical thinking and reasoning.

Values Inquiry: Accompaniment to and Culmination of Critical Thinking and Reasoning Skills.

The planners of this Humanities Series of publications are in agreement that a balance is to be sought between the conventional educational goals aimed predominantly at vocations, and the emergent goals which include developing skills and knowledge to equip one to live in and cope with the present and future society. Among these latter skills and knowledge, some motivating force must energize and give continuity to the individual's search for meaning in life.

Among the values, the motivating forces, which individuals and societies hold dear, eight realms of values appear:

the moral	the political
the aesthetic	the legal
the intellectual	the economic
the religious	the point of view of etiquette or custom

Understanding of these values, how they operate historically and in the present/future, the processes by which the individual can discern the values significant to him or her: these are objectives in this area. Not only discernment but the actualizing of values significant to the individual are primary humane life-coping skills, essential to each person's search for values.

In describing this valuing process in which students study the alternative value commitments open to man in order to reveal the differences that an individual's choices make upon himself and his fellows, the editors of this series subscribe to definite flexible steps:

1. recognition by an individual of the need to choose in a particular choice-making situation;
2. identification of alternative actions open to an individual in a situation requiring a choice;
3. analysis through inquiry of each alternative in the light of its possible consequences upon one's self and one's fellows;
4. choosing the alternative which appears to offer the wisest and most beneficial set of consequences;
5. putting the chosen alternative into practice; "reality-testing" the choice;
6. reevaluating the action and its consequences each time in the light of new experience.

In the Humanities Strand of Project SEARCH, the editors state:

> "The process is an approach to values which is as practical for second graders as it is for high school students. It has been carried out successfully at all levels between these poles. The underlying principle is that a person is the sum of his (or her) choices, both consciously and unconsciously. The process is totally fluid, as applicable to machine shop and athletic choices as it is to social studies, or to everyday situations met now in the home and community, and to future yet unknown circumstances." (p. 36)

As a mesh of humane life-coping skills, values inquiry both accompanies the acquisition of all the other skills clusters and serves as their culmination. The individual who, from earliest years, has grown accustomed to applying valuing processes day in and day out is building toward a fruitful self-directing present and future.

Administrators, curriculum planners and teachers may feel daunted as they review these elements of critical thinking and reasoning and of valuing as skills all students K-12 are to master. Yet a refresher program directed by a person who is an educator can serve several reassuring purposes: 1) renew the program participants' confidence that these are skills they themselves possess in practice; 2) synthesize their experience in the skills with the terminology they need to have fresh in their minds; 3) suggest ways to translate these skills into process learning experiences appropriate to students.

If learning assists students to search for meaning, clearly education must incorporate the means, the skills whose chief intent is to provide that assistance.

Control of Time and Purpose

Humane Objective: The developed capacity for self-direction and creativity.

As leisure increases and, at the same time, the pressures to conform to an efficiency-oriented society mount, the need for students to develop their latent capacities to use free time constructively to achieve self-chosen short-and long-range goals increases. Education must help each learner to equip himself or herself with skills enabling him or her to discover the deep human pleasure and fulfillment springing from wise use of self-selected opportunities. Toward this goal, students need constant exercise in every learning situation.

- *To approach, organize and solve problems creatively and realistically*

From earliest years, boys and girls encounter problems. Self-reliance can be developed if appropriate content learning situations are devised around problem-solving approaches. Barriers likely to be encountered should be discussed, alternative ways of going around, climbing over, or otherwise circumventing obstacles explored. One common but relatively neglected barrier relates to *ambiguity*. Students are often trained to expect one clear-cut correct answer. They object to being puzzled and confused, not realizing that this unclear state can prepare them to discover their need to choose a course of procedure and action otherwise left unexplored. *The learning moment* occurs when the learner feels a need to discover varied solutions. The need to discover personally satisfying solutions is one step toward internalizing the learning experience.

The same common response holds true when students face *ambivalences*. "There are ninety-nine ways to skin the cat, and all of them are right," says the old adage. When students become aware that equally valuable views or positions may be opposed to one another then the student is ready for interdisciplinary learning, for looking at a human concern from fresh angles, for values inquiry, for opting among alternatives. Students can acquire facility in supporting their option, while at the same time giving fair and informed hearing to differing options held by other persons; can acquire facility in "disagreeing without being disagreeable."

The section devoted to serious discovery gaming offers one flexible model for devising *creative*, problem-solving learning experiences.

• *To engage in personally satisfying creative pursuits*

A person curious, creative and capable of ongoing self-direction, is essential to a free society. Then why do relatively few realize their creative potential? David MacKinnon sees the cause as a "lack of courage to assert one's will."* Conventional education, for the most part, tends to disapprove of students' rightful attempts to assert their wills. Students K through 12 need continuing experiences in which they learn how to be assertive without being hostile or disruptive. They can learn to view the present problem through the eyes of another person as well as through their own. Role-playing evokes and exercises this creative capacity.

In the same article, Otto Rank notes three major personality types: a) the adapted type; the so-called average or normal person who has given into "the system"; b) the neurotic type, the "conflicted person"; c) the creative type, the artist or other person of will and deed. This third group of persons is characterized by:

> Personal courage, courage of the mind and spirit, psychological or spiritual courage, this is the central trait of the person who is able to accept and to give expression to most aspects of himself even though doing so may force him to stand aside from the social collectivity and sometimes to be in conflict with it.

Creativity and the Educational Process

What can the educational process do to enhance creative potential? Creativity for each developing person appears to draw on:

a) curiosity about one's world;
b) a backlog of varied experiences, including the right to make mistakes;
c) realistic and confident trust in self;
d) openness to facts, whether the facts are personally pleasant or unpleasant;
e) attitudes that value the possibility of the fact of ongoing change;
f) freedom from threats of either conformity or of false guilt;
g) willingness to be one's self and to become what one can become.

*"Personality and the Realization of Creative Potential," American Psychologist, Vol. 20, pp. 273-81, 1965.

To encourage creativity and self-direction, schools can:

- provide maximum opportunity for student choices;
- provide a classroom climate supporting cooperative interaction and minimizing non-creative competition;
- provide facilities and learning experiences in all the arts (dance, drama, mime, music, art, film, television, for example) from pre-kindergarten years onward, continuously as integral aspects of education;
- encourage reasoned student expression of dissent, as opposed to submission to authoritarian rigidity imposed from without;
- provide teachers with staff development programs intended to enrich their teaching skills in the arts and in reasoning and in the blending of these elements into learning experiences which evoke the creativity of students.

With experiences such as these to build on, students K-12 can emerge as fully functioning young adults who value their ability to contribute elements uniquely their own to society. The preservation of civilized society, as well as its enrichment, may well depend on a generation of young adults, persons of will and deed, products of a humanized educational process which helped free them to become themselves.

References:

To assist teachers and students gain further insights and experiences in understanding their world, the following are suggested:

COPING WITH THE MASS MEDIA, (1976 edition), edited by Joseph F. Littell

USING FIGURATIVE LANGUAGE, 1972, edited by Joy Littell

Both publications are available from: McDougal, Littell and Company, Box 1667, Evanston, Illinois 60204. Teacher guides available.

Relationships Between Individuals

Humane Objective: The developed capacity to engage in mutually rewarding relationships with others.

This cluster of primary humane life-coping skills has received more attention, deservedly, than any of the other four. "Deservedly" because both bases of the skills are involved: valid self-respect and mutual respect between individuals. The print and non-print resources are vast. So the limited treatment given here in these guidelines recognizes this fact. These are the metaskills overarching all others as well as underlying them.

As New York State Commissioner of Education, Ewald Nyquist, pointed out: "What we need in society is...people who are richer on the inside than they are on the outside; people with more trust and tenderness, who care for and share with one another; people who have the capacity to discover and appreciate the worth of others and who are not disturbed by differences in backgrounds, behavior, and life-styles...in short, people who want to be better human beings in a more humane society." (Union College, Schenectady, New York, November 22, 1975.)

To achieve this goal, boys and girls, kindergarten through grade 12, need continuing learning experiences in which they acquire the skills:

- *To realize and act on the realization that the quality of life reflects the quality of one's relationships with others*

Vital to this skill is the learner's appreciation of the term *quality*. Behaviors can be rich in quality or poor. Insight into the quality of one's relationships with other persons can result from learning to assess the kinds of motives the individual spontaneously assigns when some unexpected event occurs. One's first unreasoned response to an unexpected event can lead to insight into self. For example, the discovery of the loss of one's wallet, on reflection, can yield insight into the motives one spontaneously assigns to other persons. From this insight, the wallet-loser can consciously learn to control injudicious assignment of motives to others, motives which may easily prove false. Control of this tendency can point the way toward an inner, equable restraint preserving personal interrelationships.

Habitual practice of self-restraint in assigning unworthy motives to others helps to control the spread of false rumors. False rumors undermine mutual trust. Freely chosen judiciousness supports mutual trust, promotes honest and open communication, gives opportunities for fair hearing. This restraint in no way precludes the development of a wise sophistication concerning the behaviors of others. The life-coping skills are neutral in themselves. They can be distorted into manipulative tools if they are not humane in intent. Students need experience in detecting this possible abuse by themselves or by others.

- *To extend to all other individuals the same basic respect one rightfully expects for one's self*

The range of this skill extends from the habitual exchanges of "please" and "thank you" through the gamut of body language, (attentiveness while listening and other signs of receptivity) to defense of another's right to be heard, to be informed, to have human rights protected.

- *To learn to accept interpersonal differences as a fact of life*

Within families, in classes, in informal situations on the playfield, in other social situations clashes of opinion are not only bound to arise, these differences should arise. Individuals define themselves to themselves and to others only in those natural situations where the matter at hand involves differing views. The key, of course, lies in the chosen response each one makes to the encounter. An excessively hostile response or a demeaning acquiesence are both violations of human dignity. But to be able to disagree without being disagreeable is a mark of the fully functioning individual.

- *To exercise one's self in resolving conflict fruitfully*

If interpersonal differences do and should exist, the student needs skills in discovering common grounds. Once a common ground is established, the student needs practice in strategies by which the differences can be negotiated. Confrontation, or all-out war, then assumes its rightful place as a last resort in the learner's battery of conflict resolution skills.

- *To learn to differ on principle, differentiating the person from the person's idea or opinion*

When a person proffers an idea or opinion related to a matter about which he or she cares, the student who differs needs skill in making it clear that in differing with the opinion, no attack

upon the other person as a person is intended. Giving expression to this distinction between the right of one person to espouse a view and the reason another person has to oppose this view in principle, needs to become habitual. Variations of, "I appreciate your frank expression of your opinion, and respect you for it. However..." can range from "Well said, even if I don't agree" to more detailed distinguishing of the person himself or herself from his/her expressed opinion.

- *To project a personal climate of acceptance of others as one's customary ambience*

In a pluralistic society, in a global village, openness to philosophies and life styles at variance with one's own is vital to international survival. At the interpersonal level, this openness or acceptance is the customary aura of the fully functioning individual. One's habitual manner of walking, one's habitual facial expression, all one's spoken and silent body language become manifestations of the philosophy of a person at ease with self. Even casual passersby sense this serenity which promises, and delivers when occasion arises, courteous receptivity. In tense situations, this openness leaves the possessor free to act, free to differ without present rancor or ensuing bitterness. Freedom is a part of the wisdom which stretches from end to end mightily, ordering all experience sweetly. Such wisdom is the great goal of true education.

- *To select and participate in one's "crusades" generously and effectively*

Personal commitment is sometimes expressed as a call "to stand up and be counted" in controversial circumstances. Such controversy often involves application of a general term, for example, human rights, to a specific situation. To respond to such a call to work toward a common good, students need some degree of sophistication in assessing:

whether or not, the cause they are invited to espouse, or they intend to initiate, is, in fact, working toward the common weal;
whether or not, the strategies to be employed are fair in that they violate no other human rights, and are effective and appropriate;
whether or not the individual herself or himself has the interest, time and personal capabilities to assume the role he or she is considering.

To care enough about the common good to become involved in working with others to achieve a goal not necessarily directly related to one's personal gain is a mark of the fully functioning individual. Once a reasoned as well as an emotional

commitment is made, the fully functioning person prepares to work actively, generously, with creative perseverance toward this goal.

Learning experiences can be designed which will help the student acquire this insight, this ability to assess a cause and their possible contributions to that cause. As they learn to evaluate their own capacities as evidenced in other learning experiences, as they master interpersonal and inter-group strategies, as they weigh alternative values, as they define their own philosophy and consequent life style, students are preparing themselves to become practical altruists, compassionate, caring and effective.

- *To take satisfaction and right pride in managing one's own life and directing one's own responses to life's ambivalences and challenges*

"I want to do it myself" insists the small youngster. This natural desire to solve one's own problems is normal, healthy and necessary. The natural impulse to discover personal answers to problems is a basic human need. Any adult whose influence is significant to youth can encourage students to discover for themselves resources, alternative options, feasible solutions.

As the students master problem-solving approaches, they are equipping themselves to manage their own lives, to mesh multiple responsibilities, to make reasoned, humane choices in ambivalent situations and to abide by the consequences of these choices. They are developing their capacity to manage their lives in that unknown future into which each walks alone.

The Individual in Society

In relationships with organized groups, the fully functioning person demonstrates the capacity to preserve and enhance individuality while participating effectively, humanely and harmoniously within social structures. Facility in the three skill clusters outlined so far serves to undergird the skills required to expand personal creativity and individuality while at the same time engaging in the varied societies in which each individual lives. Each person normally desires to collaborate with others in the joint project of making the world a place in which *the good life* and *the life worth living* combine in realistic balance.

In outlining some areas encompassed by skills related to the individual in society, only a suggested sampling can be developed under each heading. An attempt has been made to include some areas not commonly associated with meeting students' needs. The underlying hope is that this list will stimulate administrators and teachers to expand the applications to include local, regional, national and international concerns and to specify further appropriate skills or intermeshing skill clusters.

Group dynamics in organizations: These group interaction skills are vital in an organizational society. From an early age, boys and girls can be involved in the practice of group interaction skills, long before they have need to know that they are learning management skills of conflict resolution strategies, consensus techniques, group organizational patterns, incorporating feedback into the development of ongoing activities and other aspects of successful group interactions.

The use of simulations, role-playing and serious gaming can introduce persons of all ages to management skills applicable to a wide variety of situations. Experience in these can precede knowledge of the precise terminology involved in the process. As need arises, terminology can be developed by the participants in phraseology appropriate to their ages and experience, and significant to them. Still later, the current terminology (jargon?) can be incorporated into their active vocabularies in order to give the participants ease in relating to persons who use such specialized terms to describe basic human group relationships.

Citizens' common interest groups: Boys and girls can learn to appreciate the law, its capacity to weigh conflicting evidence, and to make a determination if they are involved in its positive operations. The adversary relationship in which one party representing one viewpoint encounters an opposing viewpoint or right embodies a healthy dynamic tension when its arena is a court of genuine justice. Much of the frustration experienced by minority groups when a vested interest opposes their claim to human rights results from a feeling of helplessness. The growth of citizens' common interest groups is a grassroots attempt to right this imbalance.

In a common interest group, members are drawn together by their concern over some issue. The issue may be the righting of some wrong, such as the undue control an entrenched political machine may exert over city politics. Consumer protection, protection of the environment, establishing a balance between protection of the individual's right-to-privacy and protection of the public's right-to-know, form a few major areas of local, regional, national and international concerns.

From early years, students can exercise themselves in the formation, organization and direction of common concern groups. They can experience the beneficial results of working within the law to achieve a goal contributing to the common good.

Much depends on the climate established by administrators and teachers within the school. Students may reasonably discover that within the school structure certain prevailing situations call for adaptation. The farseeing administrator and teacher, far from crushing such grassroots expression of opinion, seizes upon the occasion. The occasion becomes the vehicle for demonstrating together with the students how to help a democracy work "within the law," in this case, the school. This approach with its presentation of arguments for both sides can help students learn the skills they will need in order to act as informed, judicious adult citizens in a diverse society in which "freedom is eternally being won by the vigilant."

Access to and control of power and influence: Since access to and sharing in the control of power and influence represent the elements which determine the equitable distribution of resources and services, students will need a high degree of ease, not to say sophistication, in this area. The effective and humane uses of power and influence can provide the balance wheel between selfish vested interests and the quality of life experienced by the majority of citizens. Students who have acquired facility in assessing the *monolithic institutions* in their organizational structures, their chains of command, and their sources and spheres of influence can help to make these institutions responsive to groups and individuals the institutions were set up to serve. Initially, the need defines the form of the institution set up to meet that need. But structures tend to harden, then to become self-serving. Only an enlightened citizenry, knowledgeable in the operation of structures in government at all levels, in politics, in the judicial system, in unions, in management, in professional services and in the educational system can keep these self-perpetuating structures responsive to their clients' changing needs.

Building a sense of community in a mobile society: In a geographically mobile society such as prevails in North America and Western European countries, boys and girls require skills in integrating and relating themselves into changing settings. For

many boys and girls, not to mention adults, frequent uprootings tend to produce alienation or anomie, the feeling of not belonging, of being isolated. This anxiety can be allayed, to some degree, if students learn to carry their community with them. The development of hobbies, of creative skills, of special interests means that the individual carries with her or him confidence in this skill and a bridge to establish new connections in a changed situation.

If the student has learned to discover and make use of public and private resources within the community, this skill, too, will stand the newcomer in good stead.

Discovering and making use of public and private resources available in a (new) community. Persons living in a neighborhood or community, need to be aware of public and private resources available to citizens, young and old. Whether the individuals in need of assistance are community members or transients or newcomers within the community, they require experience in contacting and relating to a wide variety of human services. Need for human assistance services range from elemental needs for immediate food, clothing and shelter to disaster relief, to civil rights, to recreational facilities, to specialized interests in the arts, in public service, in charitable organizations, in athletics. Recourse to agencies may be made either for one's own needs or for the needs of others.

"I know such an agency exists but I don't know how to get into effective contact." This commonplace frustration is balanced by the complaint, "Our agency has valuable resources to offer but too many citizens do not know of our existence.", often made by social welfare representatives. This gap can be closed if boys and girls grow up thinking of themselves as contributing members of social structures organized to help meet their needs. Learning experiences in contributing to agencies and in making use of these community resources will enable future citizens to function freely, wisely, humanely in whatever condition or place they may find themselves situated.

The fully functioning person demonstrates practical creativity in matters related to the individual-in-society:

- by demonstrating practical awareness that both rights and responsibilities always bind the individual to society, and, in turn, link society to the individual in what can be a mutually enriching relationship.
- by facility in initiating or considering alternative plans of action to help apply, redress, adapt principles of social justice at appropriate levels, from local to worldwide.
- by individually assessing the worth of specific organizations and opting for and participating in those groups offering greatest potential for meeting his or her personal and societal needs, abilities, interests.

- by developing the capacity to distinguish one's personal scale of values, conscious and unconscious, and learning to assess these values critically and to change if change is needed.

- by acquiring facility in the decision-making processes including foreseeing and accepting the consequences of decisions made as an individual or as a member of a group.

- by willingness to dissent, on well-reasoned grounds, from common social opinions or practices if such opinions and practices violate serious human rights.

The boy or girl who, through long practice, grows accustomed to thinking and acting in these ways, demonstrates how the fully functioning person makes creative individual contributions to a free, pluralistic society.

"When I knock on the door of my own heart, I want to find a person at home there with whom I can live." This personal goal is the goal of education. Each girl and boy has an inalienable right to look back over K-12 learning experiences and to know those years have promoted a humane personal autonomy. Self-direction is the major strand linking the past and the present as these young adults move into a future only dimly foreseen. Possession of attitudes and primary skills essential to a durable art of living leaves each one free to choose among alternatives as that future unfolds. In other words, the fully functioning young adult has begun the development of a positive and significant philosophy, that inner sounding board against which the new, the puzzling, the ambivalent can be heard, evaluated, acted upon wisely. Wisdom grows out of understanding tested by personal experience.

The Future and the Secondary Skills: The primary skills intermesh with the secondary skills. A firm basis in the primary skills develops from continuing exercise in content areas, especially those areas addressing the future. The following questions relate to future-oriented areas. Educators may want to ask themselves to what degree their school system provides a K-12 forum in which their students learn to think and act humanely and effectively in these areas.

1. Information Gathering. Besides skills in the traditional resources, are students K-12 developing skills in facile use of electronic media and information retrieval systems?

2. Democracy: In addition to skills in participatory democracy, are students being prepared to involve themselves in anticipatory democracy? A rapidly changing society leaves scant time for trial-and-error. Students can learn to be aware of trends and issues prior to formal legislation. This awareness anticipates the need for legislation and expresses itself in action, proposing to legislators suitable courses to be taken.

3. Law-related Issues: A few examples of areas requiring skills in anticipatory democracy follow:
   a) Scientific experimentation: Biogenetic engineering poses a host of moral and ethical problems. One basic question "Should anything which can be done, be done?" applies to cloning, for example. Another

pressing ethical question relates to research. Should fetal research be banned as offensive to human dignity? Do the positive benefits of fetal research, such as the prevention of birth defects, outweigh other considerations? These are current issues students already encounter. So students need to understand the ambivalent implications of the answers they propose to legislators. Ignorance of ethical debates will leave students vulnerable to one-sided arguments. As a consequence, they may make unwise decisions.

b) Ecology and Economic Growth: This polarity, already evident, will require ongoing resolution. Only adults able to grasp the interdependent issues involved will be able to anticipate what legal provisions can and should be enacted.

These two areas illustrate the need for future-oriented secondary skills which will prepare students to engage in effective anticipatory democracy. Educators will think of numerous other concerns about which the question "What are we doing in K-12 to prepare students to prepare themselves?" applies.

4. Power and Influence: Our system of justice is based on an adversary relationship. One party or group states its case, the contesting party or group states its case. The court decides which party prevails. Are students inducted into this system through planned learning involving experience in organizing a power bloc to counterbalance another power bloc? For instance, citizen action groups, such as Common Cause, represent grassroot attempts by private citizens to counterbalance the lobbying power exerted by vested interests. Are schools ready to encourage students to organize such ad hoc groups within the educational establishment to represent students' rights? The dangers involved in such experiences is exceeded only by the dangers of not preparing students to act humanely and effectively in the future.

5. The Right-to-Privacy and the Right to Know: Sophisticated surveillance of private citizens guilty of no criminal acts is a fact of contemporary life. Access to the data thus acquired is available to a wide variety of agencies for purposes benign or otherwise. Do students understand the purposes involved? Can they act effectively to safeguard

legitimate privacy? Do they possess the insight and skills required to maintain a just balance between individual privacy and the right of the public to know? This polarity is another ongoing problem which must be constantly in the process of being solved as the global village develops.

6. The Global Village: As electronic media links the world in even closer communication, are students preparing themselves to act as interdependent citizens of a global society? What skills do they need to help balance the conflicting claims of national autonomy with world citizenship?

The following pages attempt to chart some possible steps. This development is meant only to suggest to administrators and teachers the kinds of planning interaction which must underlie any approach to education oriented toward rapid change and to the enhancement of the individual in successfully coping with change.

Section IV
Skills and Future Areas

In defining the scope of this publication, the primary skills all persons need all the time throughout their lives were given priority. The secondary skills which some persons need in some circumstances at various timesintermesh with the primary skills. In fact, the exercise of secondary skills often furnish the context within which the primary skills come into play. From among the myriad and changing secondary skills, a few have been selected because they exemplify: a) futures-oriented skills, and b) skills not ordinarily included in current school approaches to learning.

The following examples merely scratch the surface of the *status quo*. They are intended as stimulators for administrators, curriculum planners, students, teachers and other adults significant in the lives of boys and girls K-12. At each developmental level in every school district far-seeing educators will involve themselves in solving the problems related to preparing learners to live humanely and effectively in a changing world.

The question: "What is our school system doing to incorporate: a) the mastery of primary humane life-coping skills into all content areas? b) the mastery of future-oriented secondary skills into all content areas?

On the answers depend the futures of our boys and girls and of ourselves. Only fully functioning individuals can contribute to society whose norm is the heightened quality of life. The future of the future is in the present.

Responsibility of Schools

What responsibility do the schools have to provide learning experiences and supportive environments for the humane life-coping skills? The development of these five skills clusters: 1) powers of analysis; 2) individual flexibility to societal change; 3) self-initiated creativity in the use of off-work time; 4) a developed preference for and facility in democratic interpersonal relations; and 5) the capacity to enhance individuality in a mass society--these are essential responsibilities of schools today.

In an information-rich society, the role of schools to transmit a body of facts to be learned becomes secondary to its role to help students discover how to find, select and organize information to suit their changing needs.

The earlier traditional role of schools to present a single standard pattern of education yields, in a pluralistic society, to the need for optional, flexible learning environments. Students who already live their lives in several ethnic, economic, social

worlds need to acquire facility in adjusting to those varied demands, demands which will increase in the years ahead. If learners K-12 are to balance on-going flexibility with constant inner self-identity, then they must have continuing opportunities to choose the learning experiences and environments which suit their needs. Recently, in New York State, the Board of Regents recognized this need in the particular case of Native Americans. Previously formal educational programs assumed that the Indians "desired to become assimilated into the dominant American heritage, while forsaking their tribal heritages."

The Regents now recognize that these people prefer to retain their specific tribal cultural identities and life styles and they wish to exercise the prerogatives of adopting only those components of the dominant American culture that meet their needs.

...To this end, educational programs should accommodate specific tribal culture differences by attempting to provide bilingual and bicultural learning environments to be offered to students at their choice and which will enable the Native American to function more effectively in a pluralistic society. (Native American Education, Position Paper #22, July, 1975, p.4.)

Futuring: Needs Assessment by School Systems

- Review of the present educational system begins not with the system itself but in a broadly based analysis of the social environment. Through an intensive study of current trends likely to exert widespread impact on life in the next twenty-five years, professional educators and representatives of all persons involved in any way with education, can refresh and update their total world view.

- Against this background, representatives of the total community can begin to determine the varied knowledge and skills young persons and adults need in order to cope, humanely and effectively, with these changing circumstances.

- A review of the present educational system: its goals, its content, its processes, its approaches, and its administrative framework now furnishes vital information. The grid formed by the intermesh between (1) current trends and (2) the knowledge and skills people need in order to live as fully functioning persons, reveals both the true strengths and the serious contradictions and omissions in the present educational system.

- The ensuing adaptation of the educational system requires open collaboration within the school community (teachers, administrators, students K-12, and support staff) and between the school and the varied local community elements. This joint effort can evolve an adaptation which fuses both the expectations of adults and the urgent needs of all learners to exercise themselves in coping, humanely and effectively, with change.

- By an infusion process, all aspects of education will be permeated with a sense of the evolving future and of the roles proper to education in that future: the communication of appropriate knowledge, the evocation of personally significant attitudes and values, and the acquisition of effective and humane skills through processes which can be acquired and practiced in sequenced learning experiences.

Conclusion

Bruno Bettelheim describes the role of education in fostering these individual humane life-coping skills: "A satisfying life necessitates skill in the management of one's emotions. Inner freedom, personal autonomy and the ability to resolve personal conflicts by selecting appropriate behavior are the basic elements in a healthy personality. The development of one's personality is a hazardous undertaking that is profoundly affected by the things which go on in school. The way in which education takes place and the quality of the human relationships involved are the potent forces in shaping the individual. Personality failures learned in school frequently become self-fulfilling prophecies for the balance of the individual's life. School must provide a protective environment in which the child faces his conflicts squarely, learns to resolve them without the destruction of his psychological freedoms, and develops skills in selecting behavior which is to his own best interest as well as that of society."*

In the passage cited, the term "protective environment" indicates the fostering atmosphere, the climate the learner needs to encounter in each classroom and in the total school environs. This protective environment is, in itself, an element so essential to skill development that it might be said to be a skill in itself, one which can communicate itself to the learner because she or he experiences it. A blend of professional competence with profound respect and concern for the individuality of each learner, this climate prepares the student to extend this climate into all spheres of life.

Carl Rogers sees the fully functioning adult as the norm for the contributing member of society: "When we are able to free the individual from defensiveness, so that he is open to the wide range of his own needs, as well as to the wide range of environmental and social demands his reactions may be trusted to be positive, forward-moving, constructive."**

*Summarized in "Autonomy and Inner Freedom," p. 93, 1969 ASCD Yearbook, edited by Louis J. Rubin

**ASCD 1962 Yearbook, p. 30